



WP2: Mapping Report on Disaster Awareness and Life-Saving Skills

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EXECUTIVE SUMMARY

Disasters—whether natural (earthquakes, floods, pandemics) or human-induced (conflicts, industrial accidents)—are borderless threats that demand global cooperation. The WP2 Mapping Report underscores the critical need for standardized disaster education, particularly in Vocational Education and Training (VET) systems, to build resilient communities worldwide.

This detailed mapping report synthesizes the findings from Work Package 2 (WP2) of the VET-READY project, aiming to assess the current landscape of disaster awareness, education practices, legislative frameworks, misinformation challenges, and community engagement in six partner countries: Latvia, Spain, Türkiye, Iceland, Cyprus, and Ukraine. The report employs a mixed-methods approach, combining desk research, quantitative surveys, and qualitative focus group feedback to provide a comprehensive understanding of disaster preparedness and education within the vocational education and training (VET) sector.

The desktop review revealed significant disparities in the disaster awareness frameworks across the participating countries. Türkiye, Latvia and Ukraine have relatively advanced disaster management policies and proactive legislative measures supporting disaster education, whereas Iceland and Cyprus are still in developmental phases, with limited formal integration of disaster preparedness in curriculum frameworks. Spain demonstrate intermediate levels, with ongoing efforts to align national policies with EU standards, although legislative enforcement varies. Good practices identified include Latvia's integration of disaster awareness modules into vocational curricula, and Türkiye's extensive use of simulation exercises and community engagement programs. Iceland's focus on digital tools for disaster risk communication and Cyprus's community-based workshops stand out as innovative approaches. Despite these positive practices, gaps remain in standardization, cross-sector collaboration, and the integration of disaster education into formal curricula.

The analysis of learning opportunities indicates that countries like Latvia and Spain provide several initiatives, including online courses, workshops, and community outreach programs, yet these are often fragmented and lack a unified national strategy. Conversely, Ukraine and Cyprus exhibit limited accessible resources, highlighting the necessity for more comprehensive national programs. A critical challenge identified across all countries is the prevalence of misinformation and myths related to disasters, which undermines effective response and preparedness. The survey results confirm that misinformation, especially through social media, remains a significant barrier to accurate disaster knowledge among the general public, VET learners, and diaspora communities.

Legislative analysis shows that while the EU directives promote disaster preparedness, national legislation often lacks clear mandates for integrating disaster education into VET systems. Latvia and Spain have established policies supporting curriculum development and disaster drills within vocational schools. Meanwhile, Türkiye and Iceland require further legislative reinforcement to institutionalize disaster risk reduction (DRR) education.

Reaching diaspora communities posed notable challenges, primarily due to language barriers, limited digital literacy, and organizational hurdles. Turkish partners successfully engaged Turkish diaspora in multiple countries, whereas Ukrainian efforts to involve war-affected populations faced logistical issues. The use of social media, stakeholder networks, and indirect outreach proved effective but requires further strategic development.



Responses from 155 VET educators, 254 VET learners, and 136 diaspora members provided rich data. The survey identified that while a majority of VET educators recognize the importance of disaster education, only a minority have integrated comprehensive programs. Learners expressed high interest in acquiring lifesaving skills, yet lacked confidence due to insufficient training. Diaspora respondents demonstrated a critical need for culturally tailored information and accessible resources. Focus groups reinforced these findings, emphasizing the necessity for flexible, interactive, and culturally sensitive educational approaches. Participants advocated for digital and community-based modules, myth-busting content, and stronger policy support.

Based on the comprehensive analysis, the report recommends:

- Developing a modular, adaptable disaster education curriculum tailored to national contexts, integrating digital tools for wider outreach.
- Strengthening legislative frameworks to embed disaster risk reduction into the core VET curricula.
- Enhancing outreach strategies to diaspora communities through targeted social media campaigns, community partnerships, and multilingual resources.
- Prioritizing myth-busting and misinformation countermeasures, leveraging social media influencers and community leaders.
- Facilitating cross-country collaboration to share best practices, standardize modules, and create a unified European disaster preparedness framework.

This report underscores the urgent need for coordinated efforts at national and EU levels to foster resilient communities. Implementing these recommendations will significantly enhance disaster preparedness among VET learners, educators, and vulnerable populations, ultimately contributing to safer, more resilient societies.

Final Thoughts: The WP2 Mapping Report is not just a regional analysis but a blueprint for global disaster resilience. By learning from diverse national approaches, policymakers, educators, and humanitarian organizations can develop more robust, inclusive, and actionable disaster preparedness strategies —ultimately saving lives worldwide. This report sets the stage for the next phase (WP3 Curriculum Development) , ensuring that future training programs are evidence-based, adaptable, and impactful across different cultural and socio-economic contexts.

Final Message: Disaster resilience is a shared human responsibility. By integrating life-saving skills into education globally, we can transform vulnerability into preparedness—saving lives from classrooms to crisis zones, and this report provides the knowledge needed to turn awareness into action.



EXTERNAL EVALUATORS COMMENTS AND FEEDBACK

The WP2 mapping report provides a comprehensive and insightful overview of disaster awareness and preparedness across six diverse countries. The integration of desk research, quantitative surveys, and qualitative focus groups offers a well-rounded perspective. The report successfully highlights the disparities, strengths, and gaps in existing policies, practices, and community engagement strategies. Its thorough analysis of misinformation is particularly valuable, offering actionable insights for targeted communication campaigns.

However, the report could benefit from a more detailed analysis of the specific legislative and policy barriers that hinder the integration of disaster education into national curricula. Additionally, a clearer articulation of strategic pathways for enhancing cross-sector collaboration and standardizing best practices across countries would strengthen its utility for policymakers. The challenge of engaging diaspora communities is well-documented, but further recommendations on tailoring communication strategies to cultural and linguistic needs would be advantageous.

Overall, this report is a solid foundation for future policy development and educational interventions. Its emphasis on digital tools, community-based approaches, and myth-busting strategies aligns well with contemporary needs in disaster risk reduction. The report offers a thorough and well-structured analysis of disaster awareness and life-saving skills across multiple countries, providing valuable insights for policymakers and educators. The mixed-method approach—combining desk research, surveys, and focus groups—ensures a robust and comprehensive evaluation.

The report is a significant contribution to disaster education literature and provides a solid foundation for developing the WP3 Curriculum. I recommend that the project team consider these insights to refine the upcoming WP3 curriculum and dissemination strategies.

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INTRODUCTION

The current descriptive mapping report results from Work Package 2 (WP2) aimed to understand the surveyed population's knowledge and attitudes towards disaster preparedness. It also assesses the willingness of continuing education trainers to change disaster education behaviours, identifies channels of misinformation that may affect disaster response, determines the need and responsiveness of the VET-READY project to provide disaster information, and evaluates the willingness of the general population to develop life-saving skills.

This descriptive mapping report plays a crucial role in guiding the development of Work Package 3 (WP3) by providing the necessary content for the VET-READY Curriculum on Disaster Awareness and Life-Saving Skills Development in CVET and for the WP4 VET-READY Online Knowledge Hub.

This report was developed by implementing desk and survey research conducted in six Member States, third countries associated with the Program, and a neighbouring country to the east, involving Spain, Cyprus, Latvia, Iceland, Turkey, and Ukraine.

In the first phase of WP2, EVA-93 created a mapping methodology that guided each partner throughout their implementation of desk research. Concurrently, Neotalentway developed survey templates for VET educators, learners, and the diaspora. As part of this methodology, the consortium agreed to follow an explanatory sequential mixed research methodology involving quantitative and qualitative data. In this method, quantitative data (desk and field research for the VET-READY project) also directs phases for the qualitative method (the focus group phase of the VET-READY project).

In line with this proposed methodology, the partnership planned two phases. The first data collection phase involved quantitative research, primarily focusing on desktop and survey-driven field research. Specifically, the desktop research required the partnership to engage in an intensive literature review at the national level to highlight myth analysis, benchmarking of at least three good practices, learning opportunities within the national civil safety system, and demands for life-saving skills.

Upon completing the desktop research, six national-level reports were generated. Readers will be introduced to the desktop research results in the first part of this descriptive mapping report (i.e., Sections 1 through 6). As mentioned, the first phase of the methodology also included a survey component. During the implementation of this survey, all partners were responsible for accessing at least 25 VET educators, 25 VET learners, and 25 diaspora representatives. The survey questions were designed to uncover the target groups' awareness of civil safety issues, learning opportunities, learning needs, requirements for life-saving skills, and understanding of misinformation and myths related to civil safety. Neotalentway was the partner responsible for leading the survey implementation.

Ultimately, the partnership collected responses from 155 VET educators, 254 VET learners, and 136 diaspora members in partner countries. Readers will be introduced to the analysis of these results in the second part of the descriptive mapping report (i.e., Section 7).

Within the survey phase, reaching the local diaspora in partner countries was the most challenging aspect. Most partners utilised social media channels to connect with diaspora communities, aided by respective partners. For instance, the Turkish partner AFAD reached Turkish individuals in Iceland, Latvia, Spain, and other locations. Additionally, the Ukrainian partner aimed to engage at least 20 Ukrainian individuals from the local diaspora in partner countries to align with project priorities focused on supporting war victims, specifically Ukrainians. Another helpful approach was indirect outreach, where partners utilised their contacts, stakeholders, and public bodies involved in the social inclusion of diasporas working in the VET sector to reach VET learners. Due to the organisational structure of some



partners, access to VET learners was easier for them than for others (e.g., EVA-93 as a training centre with VET students and Von Hope as a counselling centre working with immigrants and refugees).

The partners encountered barriers in implementing surveys for VET learners and the diaspora. A key challenge was understanding the survey topic and technical terms. Despite these challenges, explaining the project's goals and potential future benefits enabled full engagement from these groups throughout the survey duration.

On the other hand, partners faced fewer difficulties when reaching out to VET educators, utilising contacts, stakeholders, and approaches directed at VET and CVET schools as common strategies. Clear explanations of project goals, benefits, and the potential use of project results effectively engaged VET educators throughout the survey.

In the second phase of the explanatory sequential mixed research methodology, the partnership agreed to conduct focus groups with VET educators, VET learners, and diaspora representatives (one focus group per partner, involving 57 participants). These focus groups were designed to gather feedback from the aforementioned target groups and ensure the quality of the mapping report through predetermined evaluation questions developed by Neotalentway. These questions were based on the quantitative data obtained from desk and field research.

The evaluation questions were divided into two sections. The first section comprised open-ended questions aimed at soliciting suggestions for an effective VET education program, identifying potential motivators for learners, and recognising barriers they may encounter. The second section included close-ended questions that served as one of three quality checkpoints for the content of the mapping report. Participants were presented with the main results and conclusions from the descriptive mapping report, where they were invited to provide comments and rate the report's validity and quality. Detailed information about the focus group results will be presented in Section 8 and Section 9.

Participants for the focus groups were chosen based on their willingness to engage in future project activities, as indicated in the survey, which provided an option to leave contact information for further interest. For other partners, common strategies included leveraging contacts, stakeholders, and invitations via social media. Overall, most partners' implementation process was smooth, as barriers were minimised through simplified language and interactive methods. Communicating the project's goals and potential benefits effectively engaged focus group participants. Social media invitations, personal contacts, and outreach to VET centres were used to select VET educators. Most VET educators were enthusiastic during the focus group discussions and willing to integrate life-saving skills into their educational programs.



1ST PART – DESKTOP RESEARCH

SECTION 1: DISASTER AWARENESS FRAMEWORK IN VET EDUCATION

The European Union recognises the importance of vocational education and training (VET) in building resilience against disasters and enhancing public safety. On average, approximately 50% of young Europeans aged 15 to 19 participate in initial vocational education and training (I-VET) at the upper secondary level. However, this figure masks significant geographical disparities, with participation rates ranging from 15% to over 70% across different regions (European Commission, n.d.).

European cooperation on VET dates back to 2002 and the Copenhagen process, with significant advancements made through initiatives such as the Bruges Communiqué and the Riga Conclusions. VET has been prioritised under the European Education Area initiative for 2021-2030, highlighting its crucial role in fostering skills for the labor market while addressing societal challenges, including disaster preparedness (European Commission, n.d.).

In light of growing risks such as geopolitical tensions, climate change, and public health crises, the European Preparedness Union Strategy has emerged as a key initiative. This strategy aims to enhance the EU's collective resilience by promoting a proactive approach to crisis management, emphasising the need for all stakeholders, including citizens, to participate in their preparedness. This collaborative framework seeks to ensure that the impacts of various risks are managed effectively, ultimately safeguarding the well-being of European citizens and preserving essential societal functions (European Commission, 2025).

This section will transit from this EU-wide framework and examine how these principles and initiatives are reflected in the national data from partner countries involved in the VET-READY project.

LATVIA

In Latvia, the National Development Plan 2021-2027 outlines key investments to improve quality of life and foster a united, secure, and open society. This Plan emphasises the importance of personal security and the protection of rights to create a stable living environment. The Education Development Guidelines for 2021-2027 highlight that the future educational landscape will be shaped by globalisation, technological advancements, and increasing volatility, making civil protection education critical at all levels.

The Education Law governs Latvia's education system, including the qualifications framework for vocational education institutions outlined in the Law on Vocational Education. The Law on Civil Protection and Disaster Management empowers the Cabinet of Ministers to set minimum requirements for the "Civil Protection" study course, mandating that educational institutions offer this course to higher, general, and vocational education students.

Vocational education programs are developed under national standards. The National Centre for Education (which ceased operations on January 1, 2025, transferring its functions to the State Education Development Agency) oversees the creation of educational programs, including model modular programs.

The compulsory civil protection course is integrated into vocational education through modules focused on 'Public and Human Safety' at different levels. These modules equip learners with essential knowledge and skills, including:



- Awareness of everyday hazardous situations and appropriate safety measures in various environments.
- Understanding environmental factors and their impact on individuals and society.
- Knowledge of national security risks and threats.
- Awareness of potential disasters and their consequences, along with management strategies.
- First aid skills for life-threatening situations, including emergency response techniques.

SPAIN

In Spain, there is no Disaster Awareness Framework in VET education. However, different Spanish frameworks and policies reinforce the need to include disaster awareness in VET education, ensuring that students and educators have the necessary tools to prevent and respond to emergency situations.

The Health and Safety at Work Strategy (2023-2027) stands out among them. This strategy includes measures to improve the safety culture in education, with special attention to Vocational Training and integrating disaster risk management in the work and educational environment. Also noteworthy is the Spanish Sustainable Development Strategy (SSDS), which includes education for sustainability and disaster risk management in its objectives and promotes the integration of these issues in national education plans.

Finally, the Sendai Framework for Disaster Risk Reduction 2015-2030, adopted by Spain, emphasises the importance of education and training in risk reduction and urges countries to integrate disaster risk management into their education systems.

TÜRKİYE

In Türkiye, disaster awareness education within the VET system is guided by national policies and strategic plans. The national education strategy recognises disaster awareness as a critical component, aiming to equip vocational students with the knowledge and skills to respond effectively to disasters.

The **Türkiye Disaster Risk Reduction Plan (TARAP) 2022**, published by the Disaster and Emergency Management Authority (AFAD), emphasises integrating disaster awareness into VET curricula. The plan focuses on preparing students for pre-disaster, during-disaster, and post-disaster scenarios.

Additionally, the **Ministry of National Education (MEB) 2023-2027 Strategic Plan** highlights the importance of disaster awareness across all education levels, including VET. It prioritises embedding disaster preparedness into curricula to prepare students for potential disasters.

AFAD and MEB have signed cooperation protocols to enhance disaster awareness in vocational high schools. These protocols include teacher training programs, student drills, and the development of educational materials.

Disaster awareness training is also conducted in collaboration with local governments. Vocational institutions are integrated into local disaster management plans, and students actively participate in these initiatives.

Additionally, in Türkiye, a *volunteer system* has been established to ensure the participation of large audiences in activities before, during, and after disasters and to support service areas in disaster and emergency situations. This system includes non-governmental organisations (NGOs), private institutions, and the AFAD volunteer network.



Through the volunteer system, individuals can contribute to community service efforts before, during, and after disasters based on their willingness, without expecting any financial benefit, and solely with the desire to help society. Volunteers utilise their physical strength, time, knowledge, skills, and experience for solidarity and assistance. AFAD provides online and in-person disaster awareness and life-saving skills training to support this.

Disaster awareness in Türkiye is becoming increasingly important. The European Union's (EU) disaster management and preparedness standards are being integrated into Türkiye's vocational education policies, and EU-funded projects significantly contribute to the development of disaster awareness training.

ICELAND

The Icelandic National Curriculum Guide for Upper Secondary Schools outlines the framework for integrating practical skills into vocational training, including safety and emergency response.

When reviewing job descriptions and competence requirements, not only technical changes in jobs are considered, but also environmental issues are feeding into the national VET curricula. In September 2023, a new competence requirement concerning sustainability and environmental issues was added to all job descriptions and competence requirements in a transversal way across all VET sectors. The process is under constant review. The skill requirement is assessed personally for each apprentice at the workplace. It is the master craftsman who evaluates work performance against viability goals, e.g. choice and use of materials and work processes while working on different tasks.

As a result, when job descriptions and competence requirements are drafted or updated, reviewing them through this method has become a widely accepted practice across various professions. This includes aspects of disaster risk reduction, emphasising the importance of environmental awareness in vocational roles.

Iceland's dual VET system combines classroom instruction with workplace training, allowing for practical application of disaster preparedness skills in real-world settings.

CYPRUS

Disaster Awareness Framework in VET Education **Cyprus** integrates disaster awareness education within broader sustainability and civil protection initiatives. The "Education for Environmental and Sustainable Development (EESD)" strategy, established by the Ministry of Education, Sports, and Youth, encourages disaster-related themes across educational levels, including VET. Though not yet formalized in VET curricula, these initiatives promote risk awareness and preparedness. National efforts also align with the Sendai Framework for Disaster Risk Reduction, especially post-2022.

UKRAINE

In recent years, Ukraine has implemented multiple frameworks and policies to enhance disaster awareness and education within its Vocational Education and Training (VET) system. These initiatives are designed to improve resilience and preparedness among VET learners, especially amid ongoing conflicts and natural disasters.

In March 2024, the Ministry of Education and Science of Ukraine introduced a comprehensive Strategic Plan for the Development of Vocational Education and Training (VET) until 2027. This plan emphasizes modernising educational programs, enhancing practical training, and fostering public-private



partnerships while adapting VET to contemporary challenges, including those posed by war and natural disasters. Moreover, the Multi-Year Resilience Programme (MYRP) launched in 2024 aims to bolster the resilience of education systems, including VET, in war-affected communities. It strives to improve learning outcomes by ensuring equal access to quality education through the New Ukrainian School and VET reforms, which include professional development for educators focused on soft skills and community-building approaches essential for disaster preparedness.

The United Nations Transitional Framework for 2022-2024 further supports Ukraine's response to the socio-economic impacts of the ongoing conflict, emphasising the importance of education, including VET, in building community resilience.

Additionally, the Ukraine Crisis Response Plan 2024, developed by the International Organization for Migration (IOM), outlines strategies to assist populations affected by the conflict, particularly those engaged in VET. It highlights the necessity for disaster risk reduction and emergency preparedness training within vocational education, equipping learners with essential skills to navigate crises effectively. An article from 2024 discusses the Ukrainian government's emphasis on VET reforms as a strategic element for national recovery and development, showcasing its focus on modernising educational content to integrate disaster awareness and response training. This initiative ensures that VET learners are prepared for the job market and equipped to handle disaster situations, thereby contributing to overall community resilience.



SECTION 2: GOOD PRACTICES IN DISASTER EDUCATION AND LIFE-SAVING SKILLS

The collection and dissemination of best practices in disaster education and life-saving skills training from partner countries serve as a valuable resource for enhancing disaster preparedness across the European Union.

By identifying effective practices implemented in various contexts, this report gains insights into successful strategies that other nations can adopt and adapt. Sharing these practices fosters a collaborative learning environment, allowing countries to learn from each other's experiences and innovate solutions tailored to their needs and circumstances. Furthermore, these examples can inspire stakeholders in education, government, and civil society to implement change, ultimately leading to improved resilience and safety for communities facing the ever-evolving challenges of disaster risk. This report will explore effective practices currently in place within partner countries, highlighting their contributions to disaster awareness and the enhancement of life-saving skills training.

This section includes tables demonstrating the good and effective practices collected from partner countries, including Latvia, Spain, Turkey, Iceland, Cyprus, and Ukraine.

DISASTER AWARENESS AND LIFE-SAVING SKILLS GOOD PRACTICES IN LATVIA

Table 1

Disaster Awareness and Life-Saving Skills Good Practices in Latvia

| Title, Year(s) Implemented | Short Description of the Practice | Lessons Learned / Impact | Existing Evidence, further information |
|--|--|---|--|
| Practice 1 Standardised training materials developed for HE and VET institutions 2022-2024 | State Fire and Rescue Service Project To enhance public safety, safety advice on hazards and recommended actions was developed in multiple languages, including information for individuals with disabilities. Additionally, seven training modules for higher and vocational education institutions were created, available in Latvian and English. | The project emphasized the need for consistent training across educational institutions, fostering a unified disaster management approach. Residents can be more informed about potential hazards and responses by seeking information. Standardized training modules raised civil protection education standards, contributing to a more skilled workforce. This project fosters a culture of proactive disaster preparedness, equipping residents to respond to emergencies. | https://ppdb.mk.gov.lv https://www.vugd.gov.lv/lv/apmacibu-materiali-civilas-aizsardzibas-joma |
| Practice 2 112 mobile app 2023 | European Regional Development Fund Operational Programme Growth and Employment Measure 2.2.1.1.1 "Establishment of centralized public administration ICT platforms, optimization and development of public administration processes" project "Single contact centre platform to support operational services and public service delivery." As a result, the "112 Latvia" website and app were created. The "112 Latvia" app is a free mobile application that enhances the ability of citizens, particularly those with hearing and speech impairments, to contact the emergency call number 112. It also provides essential information to prepare for potential hazards and mitigate the consequences of accidents. | The app allows users to call or text the emergency number 112, significantly enhancing the civil safety system. Its text messaging feature improves accessibility for individuals with speech and hearing impairments, as well as those using SIM cards from other mobile operators. When a call or text is made through the app, contact center dispatchers can view the caller's approximate location, enabling faster assistance if the resident cannot specify the exact location of the incident, provided that the location function is activated and internet access is available. Additionally, the app offers guidance on appropriate actions to take during emergencies and informs users about potential hazards, such as extreme heat. Emergency notifications alert citizens to threats, advising them to prepare or act immediately, such as during a Red Alert for extreme conditions. | https://www.112.lv/lv/lapa/4/lietotne-112-latvija?object_s_path=lv%2Flapa%2F4%2Flietotne-112-latvija |



| | | | |
|---|---|---|---|
| <p>Practice 3</p> <p>Compulsory civil protection course for students in secondary, vocational and higher education, as well as for employees working in hazardous areas</p> <p>Since 2017, the latest adaptations in content-2024</p> | <p>The Civil Protection and Disaster Management Law empowers the Cabinet of Ministers to set minimum requirements for the study course "Civil Protection." It mandates educational institutions to teach this compulsory course to students in higher, general, and vocational education, by Cabinet Regulation No. 716 which outlines the minimum content requirements for the course and civil protection training. This regulatory framework also allows institutions to adapt the course content, enabling variations in delivery, such as incorporating additional information or increasing credit hours.</p> | <p>General and vocational education institutions ensure that learners acquire essential knowledge through the compulsory civil protection course. This includes understanding everyday hazards, appropriate responses in various situations, safe behaviors at home, in transport, on the street, and in nature. Students also learn about environmental factors, national security, potential disasters and their consequences, disaster management, and basic first aid skills, including how to call for help.</p> <p>In higher education, the course content covers the structure and legal framework of the civil protection system, including the roles and obligations of the state, municipalities, legal entities, and individuals. It addresses high-hazard sites, municipal civil protection commissions, planning measures, hazard risk assessment, hazardous substances and their management, and protocols for requesting international assistance. Students also learn about personal protective equipment, special legal regimes, and advanced first aid skills. Employees at potentially hazardous sites are trained in the site's civil protection plan, national disasters and their impacts, the early warning system, disaster management authorities, and first aid skills, including how to summon help.</p> | <p>https://likumi.lv/ta/id/295896-minimalas-prasibas-obligata-civilas-aizsardzibas-kursa-saturam-un-nodarbinato-civilas-aizsardzibas-apmacibas-saturam</p> <p>https://likumi.lv/ta/en/en/id/282333</p> |
| <p>Practice 4</p> <p>Information campaign "Riga Civil Protection Plan - Know and Participate" seminar series</p> <p>2024-2025</p> | <p>In 2024, eight free seminars on various civil protection topics were held at Riga City Hall. In 2025, free information seminars will be held throughout the year at seven different locations in Riga's neighbourhoods, starting on 20 March, to inform the public about civil protection issues.</p> | <p>Information and video recordings from past seminars are available on the Municipality's website, www.riga.lv, in the "Civil Protection" section. This section includes the Riga Municipality Civil Protection Plan and various informative materials on managing emergencies. The seminars provide residents with civil protection information tailored to their neighborhood. Participants learn how to adapt their basements into safe shelters, assemble a 72-hour emergency bag, and enhance their mental resilience during crises. Additionally, they receive guidance on engaging in national defense and other forms of civil protection.</p> | <p>https://www.riga.lv/lv/jaunums/rija-sak-rikot-praktiskos-civilas-aizsardzibas-seminarus-galvaspilstas-apkaimes-pirmais-20-marta-teika?utm_source=https%3A%2F%2Fwww.google.com%2F</p> <p>https://www.riga.lv/lv/civila-aizsardziba</p> |



Table 2

Disaster Awareness and Life-Saving Skills Practices in Spain

| Title, Year(s) Implemented | Short Description of the Practice | Lessons Learned / Impact | Existing Evidence, further information |
|---|---|--|--|
| Practice 1 Training Plan on Prevention and Protection against the Effects of Climate Change Since 2019 (post-DANA disaster) | A nationwide programme led by the Ministry of Education, aimed at training students in disaster prevention and response. Experts from Civil Protection and Emergency Services provide age-adapted training sessions. | Improved disaster preparedness among students and educators. Integration of risk management into school curricula. | educacion.gob.es |
| Practice 2 Fire Prevention Week (Mapfre Foundation & Association of Fire Technicians) Annual | Practical workshops on fire prevention, including training in smoke detector use, fire extinguisher handling, and first aid. Targeted at schoolchildren and the general public. | Increased awareness and knowledge of fire prevention. Hands-on training enhances response capabilities in emergencies. | fundacionmapfre.org |
| Practice 3 UME Training in Educational Centres Ongoing | Training sessions conducted by the Military Emergency Unit (UME) in schools to teach students and educators how to respond to natural disasters. Includes evacuation drills, first aid workshops, and self-protection training. | Strengthened coordination between emergency responders and educational institutions. Improved preparedness and response strategies in schools. | defensa.gob.es |

DISASTER AWARENESS AND LIFE-SAVING SKILLS PRACTICES IN TÜRKİYE

Table 3

Disaster Awareness and Life-Saving Skills Practices in Türkiye

| Title, Year(s) Implemented | Short Description of the Practice | Lessons Learned / Impact | Existing Evidence, further information |
|---|--|--|---|
| Practice 1 AFAD Earthquake Simulation Truck 2022 - Ongoing | A mobile simulation truck that allows citizens to experience an earthquake scenario, promoting disaster awareness. | Participants learn correct behaviors during an earthquake, increasing community preparedness. | https://www.afad.gov.tr/mobil-deprem-simulasyon-merkezleri |
| Practice 2 School-Based Disaster Education Program 2023 - Ongoing | A program developed by MEB and AFAD to provide disaster awareness training and drills in schools. | Students learn basic life-saving skills and how to respond during disasters. | https://tegm.meb.gov.tr/meb_iys_dosyalar/2023_11/23173639_afetbilincidop.pdf |
| Practice 3 AFAD Disaster Awareness Trainings 2022 - Ongoing | AFAD organises disaster awareness training for all segments of society, including VET students. | Participants gain knowledge on pre-disaster preparation, disaster response, and post-disaster actions. | https://www.afad.gov.tr/egitimler https://www.afad.gov.tr/afadem |



| | | | |
|---|---|---|---|
| Practice 4 Debris Station Ongoing | A station simulating collapsed buildings after a disaster, teaching volunteers and rescue teams about debris formation, survival spaces, victim extraction methods, safety procedures, and incident management. | Trainees learn how to approach debris safely, assess structural risks, and conduct efficient rescues while maintaining site security. | https://www.instagram.com/p/DHVZ070uNe7/?igsh=MW1iaG53Zm9zeWprYg== |
| Practice 5 Fire Simulation Station Ongoing | A hands-on training station where participants practice using fire extinguishers, determining wind direction, and handling firefighting equipment (hoses, nozzles, fire blankets, etc.). | Improves fire response skills, ensuring correct use of equipment and enhancing safety awareness. | https://www.instagram.com/denizli_buyuksehir_itfaiesi?igsh=NGs4ano0eWJkMGmX |
| Practice 6 Climbing Tower & High-Altitude Station Ongoing | A simulation station for high-altitude rescue and rope operations, training volunteers, rescue teams, and students based on skill level. | Enhances technical skills for vertical rescues and improves teamwork in challenging environments. | https://www.instagram.com/p/DHVZ070uNe7/?igsh=MW1iaG53Zm9zeWprYg== |
| Practice 7 Well & Cave Rescue Station Ongoing | Simulates rescues from wells or caves, emphasizing the dangers of toxic gases (e.g., methane) and the need for protective equipment (gas detectors, oxygen tanks, etc.). | Reinforces safety protocols, preventing untrained personnel from endangering themselves and victims. | https://www.instagram.com/p/DHVZ070uNe7/?igsh=MW1iaG53Zm9zeWprYg== |
| Practice 8 Storm Simulation Station Ongoing | A station simulating severe wind and storm conditions to educate participants on extreme weather risks. | Increases awareness of storm hazards and proper safety measures during such events. | https://www.afetegitimmerkezi.com/firtina-simulasyon-sistemi/ |

DISASTER AWARENESS AND LIFE-SAVING SKILLS PRACTICES IN ICELAND

Table 4
Disaster Awareness and Life-Saving Skills Practices in Iceland



| Title, Year(s) Implemented | Short Description of the Practice | Lessons Learned / Impact | Any Existing Evidence (e.g., URL, image, etc.) |
|--|--|--|---|
| Practice 1- Cultural Protection Flood Response Course 2023 | Blue Shield Iceland, in collaboration with the City History Museum of Reykjavik, conducted a two-day course focusing on flood response and the preservation of cultural artifacts. The course trained museum staff on organizing and practicing the salvage of museum items during flood events. | -This inaugural course in cultural disaster response in Iceland highlighted the necessity of planning and practicing disaster response strategies to protect cultural heritage. It encouraged other institutions to develop similar preparedness programs. | https://theblueshield.org/inaugural-cultural-protection-course-held-in-iceland/ |
| Practice 2- Group Accident Training Exercise in Northwest Iceland 2024 | In May 2024, a large-scale group accident drill was conducted in Northwest Iceland, simulating a collision involving a bus and three passenger cars with 24 injured individuals. The exercise involved coordinated participation from local police, emergency nursing professionals, ambulance services, and the Healthcare Institution of North Iceland (HSN). | -The drill emphasized the importance of coordinated and well-trained responses to mass casualty incidents. It enhanced inter-agency communication, preparedness, and the ability to manage complex emergency scenarios effectively. | https://island.is/en/ohsn/news/co-ordinated-and-well-trained-responses-are-important-hsn-in-northwest |
| Practice 3- Iceland Red Cross First Aid and Rescue Training Programs 2023-2024 | <p>The Icelandic Red Cross offers a variety of first aid and rescue training programs, including:</p> <ol style="list-style-type: none"> 1. (Bjargvættir) – First Aid for Youth: Targeted at children and adolescents aged 12-16, this course teaches basic first aid skills to assist injured or ill individuals in emergencies. 2. First Aid Courses (4-hour and 12-hour): Designed for individuals aged 14 and older, these courses cover first aid and resuscitation techniques to assist with emergencies. 3. Safety and Rescue Courses for Lifeguards: Aimed at those planning to work at swimming and bathing facilities, these courses provide knowledge and skills in lifeguarding, first aid, and rescue operations. | <p>-These programs have increased public awareness and preparedness for emergencies, equipping participants with essential life-saving skills.</p> <p>- The youth-focused courses foster early engagement in community safety.</p> | <p>https://www.raudikrossinn.is/english/about-us/courses-and-events/basic-course-safety-and-rescue-part-1-and-2-english/</p> <p>https://www.raudikrossinn.is/english/about-us/courses-and-events/</p> |

DISASTER AWARENESS AND LIFE-SAVING SKILLS PRACTICES IN CYPRUS



Table 5
Disaster Awareness and Life-Saving Skills Practices in Cyprus

| Title, Year(s) Implemented | Short Description of the Practice | Lessons Learned / Impact | Existing Evidence, further information |
|--|--|--|---|
| Practice 1 Integration of Disaster Education in Schools 2021-present | This initiative incorporates disaster preparedness education into school curricula through emergency drills, awareness campaigns, and first-aid training. The Ministry of Education and the Cyprus Civil Defence lead the program. | Early disaster education improves reaction times and decision-making during real emergencies. Schools that have participated report increased student confidence in handling disaster scenarios. | https://www.moec.gov.cy/en/ |
| Practice 2 Community-Based Training for Disaster Preparedness 2023-present | Led by the Cyprus Red Cross and other volunteer organisations, this program provides workshops on CPR, fire safety, and flood response in urban and rural areas. | Increased preparedness levels, particularly among vulnerable populations. Participants report higher confidence in emergency response skills. | https://www.redcross.org.cy/ |
| Practice 3 UNESCO Chair in Disaster Risk Reduction – EUC 2025 | Academic hub established for research and policy dialogue in disaster risk reduction | Enhanced national and regional academic capacity to support DRR and contribute to policy-making. | https://euc.ac.cy/en/unesco-chair-mar25/ |

DISASTER AWARENESS AND LIFE-SAVING SKILLS PRACTICES IN UKRAINE
Table 6
Disaster Awareness and Life-Saving Skills Practices in Ukraine

| Title, Year(s) Implemented | Short Description of the Practice | Lessons Learned / Impact | Existing Evidence, further information |
|---|--|---|--|
| Practice 1 Disaster Risk Reduction in VET Curricula 2023-2024 | Integrating disaster risk reduction (DRR) and emergency response modules into VET programs, focusing on practical skills for high-risk sectors (e.g., construction, agriculture). | Enhanced preparedness among students, particularly in high-risk areas. Vocational training helps to create a more resilient workforce during emergencies. | UNICEF Ukraine VET Program |
| Practice 2 Training of VET Educators in Crisis Response 2022-2023 | Specialized training for VET educators to equip them with skills to teach disaster preparedness, response, and recovery. Focus on how to integrate crisis response into technical education. | educators are better prepared to deliver disaster response education. Instructors also report increased confidence in dealing with emergency situations. | UNDP Ukraine Education Resilience |
| Practice 3 Mobile Disaster Preparedness Units for VET Learners 2023 | Mobile units providing disaster preparedness training to VET learners, focusing on on-the-ground, practical life-saving skills like first aid, fire safety, and evacuation drills. | The mobile units have successfully reached remote VET institutions and vulnerable populations, increasing the scope of disaster preparedness training. | IOM Ukraine Crisis Response |
| Practice 4 Integration of Mental Health Awareness in Disaster Training 2023 | Incorporating mental health education into disaster training, preparing VET learners to understand the psychological impact of crises and to offer support in the aftermath of disasters. | The program led to improved student well-being and a greater focus on mental health in emergency preparedness. | WHO Ukraine Mental Health Initiative |
| Practice 5 Partnerships with Local Communities for Disaster Preparedness 2023 | Collaboration between VET institutions and local community organizations to create disaster preparedness plans tailored to local risks (e.g., floods, fires). | Strengthened community ties and ensured that VET learners understood local risk factors. This collaborative approach proved to be effective in increasing community resilience. | UNDP Ukraine Resilience Partnership |



| | | | |
|---|--|---|--|
| Practice 6 Training of VET Educators in Crisis Response 2022-2023 | Specialized training for VET educators to equip them with skills to teach disaster preparedness, response, and recovery. Focus on how to integrate crisis response into technical education. | educators are better prepared to deliver disaster response education. Instructors also report increased confidence in dealing with emergency situations. | UNDP Ukraine Education Resilience |
| Practice 7 Mobile Disaster Preparedness Units for VET Learners 2023 | Mobile units providing disaster preparedness training to VET learners, focusing on on-the-ground, practical life-saving skills like first aid, fire safety, and evacuation drills. | The mobile units have successfully reached remote VET institutions and vulnerable populations, increasing the scope of disaster preparedness training. | IOM Ukraine Crisis Response |
| Practice 8 Integration of Mental Health Awareness in Disaster Training 2023 | Incorporating mental health education into disaster training, preparing VET learners to understand the psychological impact of crises and to offer support in the aftermath of disasters. | The program led to improved student well-being and a greater focus on mental health in emergency preparedness. | WHO Ukraine Mental Health Initiative |
| Practice 9 Partnerships with Local Communities for Disaster Preparedness 2023 | Collaboration between VET institutions and local community organizations to create disaster preparedness plans tailored to local risks (e.g., floods, fires). | Strengthened community ties and ensured that VET learners understood local risk factors. This collaborative approach proved to be effective in increasing community resilience. | UNDP Ukraine Resilience Partnership |



SECTION 3: LEARNING OPPORTUNITIES

In the context of increasing vulnerability to disasters, the European Union recognizes the fundamental importance of enhancing disaster awareness and life-saving skills across all segments of society. Preparedness is not solely the responsibility of public authorities but also involves media, educational institutions, youth organizations, businesses, and citizens themselves. Recent findings from Eurobarometer surveys indicate that as of 2024, nearly half of Europeans feel inadequately informed about disaster risks, while a significant portion expresses the need for more comprehensive information to prepare effectively for emergencies (European Commission, 2024).

To address these gaps, it is vital to foster a culture of preparedness that includes diverse learning opportunities such as workshops, seminars, and university courses that cater specifically to Vocational Education and Training (VET) learners, the general public, and migrant communities. The EU emphasizes that acknowledging and integrating equality considerations for vulnerable groups—such as women, children, and persons with disabilities—into these preparedness efforts is essential to ensure that no one is left behind (European Commission, 2024).

This section will explore various learning opportunities available within each partner country from 2022 onward, highlighting how these initiatives contribute to building resilient communities and empowering individuals to participate actively in disaster preparedness and response efforts.

LATVIA

In **Latvia**, the Civil Protection and Disaster Management law emphasises the importance of disaster awareness and life-saving skills for all citizens. According to Chapter VII, Section 23 of the Law of Civil Protection and Disaster Management, all inhabitants must have access to information in this field (Latvian Parliament, 2022). The Cabinet Regulation No. 716 outlines mandatory educational provisions requiring the integration of civil protection topics into the curricula of higher, general, and vocational education institutions (Cabinet of Ministers of Latvia, 2022).

Key provisions include:

- The incorporation of civil protection and disaster management topics within the curriculum through the subject “Human Safety” for grades 3, 6, 9, and 12.
- The implementation of a mandatory course titled “Civil Protection” for all higher education institutions.
- Civil protection training is required for individuals working in high-risk environments, including facilities with developed civil protection plans.

Training within higher education institutions is organised relatively high, with courses maintaining a minimum volume of 1.5 ECTS credits. This structure allows universities and colleges to allocate more resources toward effective training programs. However, the quality of available educational materials remains a concern (Latvian Rescue and Emergency Services, 2023).

One critical resource is the English-language brochure titled “What to Do in Case of a Crisis,” developed by the Ministry of Defence in collaboration with other organisations. Based on guidelines first issued in 2019 and updated in 2024, this document is designed to aid citizens in preparing for potential crisis situations. Furthermore, through the “Track1” project, funded by the European Commission’s Civil Protection Financial Instrument, comprehensive learning materials have been developed for higher education institutions, local government civil protection commissions, and other relevant entities (European Commission, 2022). These materials aim to foster practical training and enhance public safety awareness.



SPAIN

In Spain, various educational programmes, courses, and training resources are available for VET educators and students. These initiatives aim to strengthen disaster awareness and develop emergency prevention and response skills.

Several emergency and first aid training programmes have been implemented, with the Spanish Red Cross offering one of the most prominent. Specialised first aid courses train citizens and volunteers in emergency response, covering victim assessment, essential life support, and the use of defibrillators, with participation from different security forces.

The National Civil Protection School provides specialised training for professionals and volunteers in emergency management, disaster planning, and critical action protocols. Its objective is to prepare the population and emergency teams to respond effectively to natural disasters and accidents.

The online emergency training platform (AEMET) offers courses on managing extreme weather events and disaster risk reduction. These courses provide tools for interpreting weather warnings and making decisions in emergencies.

Additionally, some localities develop their prevention-oriented programmes. In Monzón, the City Council and the General Directorate of Public Health of Aragón have launched the *Juega, Vive (Play, Live)* programme, aimed at young people aged 13 to 18. This initiative promotes healthy habits through sport and strengthens resilience in adverse situations, preventing addictions and risky behaviour. In Cartagena, the Centro Integrado de Formación Profesional (CIFP) Hespérides collaborates with the city's Fire Station, offering internships where participants accompany professionals in operational activities, gaining direct experience in emergency management.

TÜRKİYE

In Türkiye, various learning opportunities are offered to increase disaster awareness and life-saving skills for vocational education students, the general public, and migrant/diaspora communities:

AFAD and Ministry of National Education (MEB) Collaboration: Disaster awareness training and drills are conducted in vocational schools. Topics include essential disaster awareness, fire extinguishing, first aid, and search and rescue techniques.

AFAD Disaster Awareness Training: Free training sessions are provided to the general public, including migrants, covering disaster preparedness, response during disasters, and post-disaster recovery processes.

Municipal Disaster Training Programs: Local governments, especially in earthquake-prone areas, organize disaster education programs for citizens, including migrants.

University Courses and Certificate Programs: Institutions like Boğaziçi University offer disaster management certificate programs for students and professionals.

Online Platforms: AFAD's "Disaster Academy" provides a broad audience with online courses on disaster awareness and life-saving skills.

Disaster Training for Migrants: Special disaster awareness training sessions are held for migrants living in Türkiye to help them prepare for emergencies.



Learning Opportunities for Diaspora Communities: Disaster awareness training programs are also provided for Turkish citizens living abroad and diaspora communities.

These opportunities are available in various formats, including in-person training, online courses, seminars, and certification programs. These educational programs help participants prepare for disasters and acquire essential life-saving skills.

ICELAND

In **Iceland**, learning opportunities in the field of disaster and civil safety are indirectly supported through ongoing reforms in vocational education and lifelong learning. Following the publication of the White Paper on Education Reform in 2014, the Icelandic Ministry of Education, in cooperation with the Federation of Icelandic Industries and the Association of Local Authorities, initiated a strategic framework to strengthen the quality and accessibility of vocational education and training (VET). These reforms aim to make VET more visible and attractive, improve access to apprenticeship placements, expand counselling services, and increase flexibility for learners in rural areas. While disaster-specific programs are not yet mainstreamed in VET, the reform environment enables the gradual inclusion of topics such as workplace safety, emergency preparedness, and environmental resilience—especially in sectors like construction, healthcare, and tourism.

In addition, public universities in Iceland, including the University of Iceland and Reykjavík University, offer courses and research initiatives in environmental science, public health, and climate-related risk management, which contribute to building national competence in disaster awareness. Lifelong learning centers across the country also provide targeted training for adults, particularly in rural communities, focusing on sustainable development and resilience-building practices aligned with civil protection goals.

CYPRUS

In **Cyprus**, learning Opportunities Programs offered by the Human Resource Development Authority (HRDA) include workshops and certified training in disaster resilience, green skills, and emergency protocols. The Cyprus Productivity Centre (CPC) supports lifelong learning in environmental preparedness, especially targeting older workers. Public universities, including the University of Cyprus and European University Cyprus, incorporate disaster-related modules within public health, environmental science, and engineering degrees.

UKRAINE

Since 2022, a diverse array of learning opportunities focusing on disaster awareness and life-saving skills has emerged in **Ukraine**, aimed at Vocational Education and Training (VET) learners, the general public, migrants, and the diaspora. One notable initiative involves professional experts conducting resilience training for education workers, including VET educators, enhancing their capacity to support students during emergencies. As a result, educators have improved their ability to manage crises and promote student well-being during times of distress, as evidenced by assessments from Natan Relief.

Another significant program, the Crisis Leadership Program (CLP), provides leadership skills training for first responders, including those working within VET institutions. As documented by the Centre for Humanitarian Leadership, this program has substantially strengthened the leadership capabilities of participants, leading to enhanced effectiveness in crisis management.

In June 2024, an advanced workshop was introduced to develop negotiation skills among humanitarian professionals involved in disaster response. As highlighted by the Centre for Collective



Humanitarian Negotiation (CCHN), participants reported increased proficiency in negotiation tactics applicable to disaster scenarios.

Additionally, mental health and psychosocial support (MHPSS) training sessions were conducted for professionals, including educators and social workers. These sessions aimed to equip them with the necessary skills to provide mental health support during emergencies, significantly enhancing their capacity to address mental health needs amidst crises, as confirmed by evaluations from INARA.

Workshops focusing on disaster risk reduction strategies were conducted in 2023, targeting VET learners and the general public. Facilitated by insights from the Humanitarian Leadership Academy, participants expressed greater awareness and preparedness regarding potential disaster risks.

Community-based disaster preparedness training sessions were also implemented to boost community resilience through education, engaging local populations, including migrants and diaspora members. This initiative helped strengthen community networks and improve overall disaster response capabilities, as evidenced by the International Centre for Migration Policy Development (ICMPD).

In April 2024, workshops addressing environmental damage caused by ongoing conflict were held, focusing on developing appropriate disaster response strategies. According to findings from the National Academies, participants reported a deeper understanding of environmental challenges and corresponding response strategies.

Furthermore, initiatives aimed at involving the Ukrainian diaspora in disaster response efforts through various training and workshops have demonstrated improved collaboration between diaspora communities and local disaster response initiatives, as documented by the Migration Policy Institute.



SECTION 4: ANALYSIS OF MISINFORMATION AND MYTHS

In today's digital age, misinformation and myths surrounding disaster preparedness can pose significant challenges to adequate education and community response strategies. Addressing these misconceptions is vital for enhancing public safety and resilience. Various partners have reported on the prevalent myths and misinformation in their regions, highlighting these false narratives' potential risks to preparedness efforts. An analysis of the myths identified across partner countries underscores the urgent need to combat disinformation and improve community awareness and response capabilities in the face of disasters.

Many regions, including Ukraine, Iceland, Latvia, Türkiye, Cyprus, and Spain, have reported common myths that hinder practical disaster preparedness efforts. These myths can significantly impede education and community responses, undermining public safety and resilience. The following analysis highlights prevalent misconceptions across these partner countries:

Inevitability of Disease Outbreaks and Fatalism

In Ukraine, certain narratives portray disease outbreaks during disasters as inevitable, leading to a fatalistic attitude that discourages proactive measures. Similarly, misinformation in Latvia suggests that major disasters are rare, downplaying the need for preparedness and promoting complacency among the public.

Mistrust in Aid Organizations

In Ukraine, allegations against organisations like the International Committee of the Red Cross (ICRC) regarding forced evacuations breed distrust and complicate crucial collaboration in disaster relief. This mirrors misinformation in Cyprus, where claims about delayed responses during wildfires eroded public trust in authorities.

Denial of Climate Change and Conspiracy Theories

In Latvia, some misconceptions suggest that climate change and natural disasters are governmental conspiracies, using "chemtrails" as a pseudo-scientific explanation for environmental changes. This belief inadvertently fosters a disabling mindset that affects regional community planning and preparedness.

Misconceptions about Safety during Disasters

There are pervasive myths about safety during disasters across multiple countries. For example, many believe standing in a doorway during an earthquake is safe, while experts advise that the safest positions are next to sturdy tables. In Türkiye, similar myths surrounding earthquake preparedness indicate a misunderstanding of effective safety measures.

In Iceland, there are common misconceptions regarding how to respond during earthquakes and volcanic eruptions. A widespread myth is that Iceland is constantly on the verge of catastrophic volcanic events. While the country experiences regular volcanic activity due to its location on the Mid-Atlantic Ridge, most eruptions—such as those at Fagradalsfjall between 2021 and 2024—are localized and closely monitored. Another false belief is that every earthquake is a sign of an imminent eruption, when in fact, most are simply part of normal tectonic movement. Misunderstandings are often fueled by sensational media coverage and unverified social media content, particularly on platforms such as TikTok, Twitter (X), and Facebook. Additionally, some Icelandic residents incorrectly believe their buildings may collapse during earthquakes, despite the country's strict seismic building regulations. While structural integrity is generally high, unsecured furniture and household items still pose risks. Authorities recommend emergency kits and encourage the public to memorize simple protocols such as "Duck, Cover, Hold" to respond effectively during seismic events.



Belief in Predictability and Control

Misinformation leads many to believe that disasters, such as earthquakes, can be accurately predicted or that small earthquakes eliminate the risk of larger ones. This perspective results in a lack of active preparedness, as individuals feel inclined to wait for predictions instead of taking proactive measures.

Public Perception and Emergency Response Training

Survey data from Cyprus indicates that while some populations claim to know how to react in emergencies, most rely on intuition rather than formal education. This highlights a significant gap in disaster awareness in many partner countries and the need for structured training programs.

Misleading Emergency Protocols and Actions

Myths about appropriate actions to take during disasters can lead to dangerous situations. Misconceptions about opening windows during a tornado or the safety of driving through floodwaters exemplify potentially life-threatening scenarios fueled by misinformation.

Division of Responsibility in Preparedness

A prevailing notion in various partner countries is that only authorities need to be prepared for disasters when, in fact, individual and community readiness is crucial. This misunderstanding hinders collective resilience and promotes reliance on emergency services rather than fostering self-sufficiency.



SECTION 5: ANALYSIS OF LEGISLATION AND POLICIES

In recent years, integrating disaster preparedness into laws and policies has become essential for strengthening resilience across the European Union. The EU emphasises the importance of including preparedness in all policies and actions, focusing on improving security and readiness within various legislative frameworks. These new policies, laws, and regulations play a crucial role in defining the responsibilities of individuals and organisations concerning disaster preparedness and response. This section will review key civil safety plans and regulations from each partner country, outlining the roles assigned to members of society to enhance practical disaster readiness and resilience.

While the significance of coordinated efforts and adherence to EU directives, such as the Critical Entities Resilience (CER) and Network and Information Systems (NIS2) Directives, is acknowledged, this section will primarily focus on analysing the national legislative frameworks in place.

LATVIA

The civil protection system in Latvia is a fundamental component of the nation's national security framework. It effectively coordinates resources and capacities between civil and military authorities, forming a comprehensive national protection strategy. National security is achieved through the joint efforts of the State and society, ensuring the nation's independence, constitutional integrity, and stability (National Security Law, 2022). Civil protection encompasses a range of measures, including organisational, engineering, financial, educational, and scientific actions aimed at safeguarding people, the environment, and property during disasters or potential threats.

The primary legislation governing civil protection in Latvia is the Civil Protection and Disaster Management Law, which was enacted on October 1, 2016, and has seen significant amendments as recently as June 30, 2023. This law outlines the competencies of various civil protection and disaster management actors, thereby enhancing the effectiveness of safety measures for individuals and the environment.

The governance structure for civil protection in Latvia is organised into three levels- national, regional, and local:

- At the national level, the Prime Minister oversees the civil protection strategy. Multiple ministries and state authorities collaborate to implement these policies effectively. A critical aspect of this structure is the Crisis Management Council, which coordinates responses during emergencies. Supporting this Council is the Crisis Management Council Secretariat, responsible for administrative tasks and planning. The State Fire and Rescue Service (VUGD) handles firefighting and rescue operations, while the Operational Control Centre of Civil Protection manages daily operations during disaster responses;
- At the regional level, local governments plan and prepare civil protection strategies specific to their communities. These authorities work alongside the Civil Protection Commission for Local Government Cooperation Territory to ensure effective implementation. Regional units of the VUGD provide essential emergency management services;
- At the local level, public authorities are responsible for executing civil protection plans created at higher levels. Each locality appoints a Rescue Manager who oversees disaster responses. Local operational services, community organisations, and non-governmental groups collaborate to enhance community readiness, particularly during significant emergencies, often partnering with the National Armed Forces.



The VUGD develops the State Civil Protection Plan in coordination with other authorities. The Ministry of the Interior evaluates the plan's implementation annually, submitting an informative report to the Cabinet of Ministers by May 1st. If needed, the Ministry drafts amendments to the plan.

Key components of the State Civil Protection Plan include:

- Identified threats;
- Risk assessments;
- Coordination systems during disasters;
- National early warning systems and their interoperability;
- Crisis communication procedures;
- Collaboration frameworks for international and humanitarian aid;
- Evacuation procedures for Latvian nationals abroad;
- Protocols for military invasions and emergencies;
- Incident command structures;
- Planned civil protection exercises.

Local government councils must approve their civil protection plans at least once every four years, and the local civil protection commission is empowered to propose necessary amendments to these plans. For entities classified as objects of increased danger, owners are similarly required to approve their civil protection plans every four years (Civil Protection and Disaster Management Law, 2023).

State and local authorities organise training and exercises for civil protection; legal entities are permitted to coordinate inter-institutional exercises involving various government bodies. These organised training and planning efforts are vital for enhancing disaster preparedness and ensuring a coordinated emergency response (Civil Protection Exercises and Public Awareness, 2025). Exercises are categorised based on levels as follows:

- Local-level exercises are conducted every three years;
- Regional-level exercises occur every four years;
- National-level exercises are scheduled every four years;
- International exercises test the cooperation and interoperability of various capacities.

SPAIN

In Spain, disaster preparedness and emergency awareness are supported by a solid legislative framework that lays the foundations for risk prevention, management and mitigation.

In the first instance, although not specific to Vocational Education and Training (VET), it should be noted that disaster awareness in Spain is mainly supported by National Legislation, specifically by Law 17/2015, of 9 July, on the National Civil Protection System, which lays the foundations for the prevention and management of emergencies in Spain (Boletín Oficial del Estado, 2015). Although not specific to VET, it lays the foundations for including disaster training in education. Similarly, the National Civil Protection Strategy Plan (2019), which identifies the main threats and risks in the country and establishes guidelines for their management, and the National Plan for Adaptation to Climate Change (PNACC), which integrates disaster risk reduction into education policies (Ministry for Ecological Transition, 2021).

Now, focusing specifically on the educational sphere, we highlight that Organic Law 3/2020 (LOMLOE) emphasises environmental education and sustainability, promoting the incorporation of disaster prevention competencies (Official State Gazette, 2020). In addition, Royal Decree 157/2022 establishes the inclusion of safety and risk prevention in secondary education, which includes VET.



Law 17/2015, of 9 July, on the National Civil Protection System is the fundamental pillar in regulating emergency management in Spain. This legislation defines the responsibilities of public administrations and establishes the principles of disaster prevention, planning and response (Boletín Oficial del Estado, 2015). Although it is not explicitly oriented towards Vocational Education and Training (VET), its comprehensive approach allows for the inclusion of disaster training at different educational levels.

Organic Law 3/2020 (LOMLOE) emphasises the importance of environmental education and sustainability in the educational sphere, promoting the incorporation of competences related to disaster prevention. The LOMLOE reinforces the need to include content on safety, risk management, and climate change in the school curriculum (Boletín Oficial del Estado, 2020).

Furthermore, Royal Decree 157/2022 makes safety and risk prevention training compulsory in secondary education, including vocational training. This regulation ensures that students acquire essential knowledge to act safely and efficiently in emergencies.

TÜRKİYE

Türkiye has established a comprehensive legal framework for disaster management, consisting of several key laws and regulations designed to ensure effective disaster preparedness, response, and recovery.

One of the cornerstone pieces of legislation is Law No. 5902, which outlines the organization and responsibilities of the Disaster and Emergency Management Authority (AFAD). This law defines AFAD's crucial role in coordinating disaster management efforts at a national level.

Additionally, Law No. 7269, originally enacted in 1959, addresses the measures to be taken and assistance to respond to disasters affecting public life. This legislation focuses on disaster prevention and risk reduction efforts and provides aid following a disaster.

Another significant piece of legislation is Law No. 6306, which pertains to the transformation of areas identified as being at risk from disasters. This law emphasises urban transformation and the renewal of buildings vulnerable to disasters, highlighting the proactive approach to minimising risk in urban environments.

Furthermore, local governance is critical in disaster management, as outlined in Law No. 5216 on Metropolitan Municipalities and Law No. 5393 on Municipalities. These laws define municipalities' responsibilities in implementing disaster management strategies within their jurisdictions.

Türkiye has developed a series of national and local disaster plans to facilitate disaster response. The Türkiye Disaster Response Plan (TAMP) is a framework for national coordination efforts before, during, and after disasters. Complementing TAMP are the Provincial Disaster Response Plans, which align with national strategies and detail each province's specific disaster management approaches. Additionally, the Provincial Risk Reduction Plans (İRAP) aim to identify disaster risks at the provincial level and establish preventive measures to mitigate those risks.

The regulatory framework also addresses emergencies and civil safety through various regulations. The Disaster and Emergency Management Regulation specifies the procedures to follow during disasters and emergencies, ensuring a systematic response. The Türkiye Building Earthquake Regulation (2018) lays down the technical principles necessary for maintaining structural safety in the face of earthquakes. Moreover, the Regulation on Workplace Emergencies mandates that employers prepare emergency plans to ensure the safety of employees. In contrast, the Regulation on Safety Against



Hazardous Materials and Industrial Accidents governs emergency procedures in chemical and industrial facilities.

Türkiye's comprehensive legislation and disaster plans, including AFAD, TAMP, and İRAP, are designed to enhance coordination and clearly define roles and responsibilities in disaster preparedness, response, and recovery. However, the effectiveness of this system relies heavily on the active commitment of individuals and all segments of society to fulfil their responsibilities in disaster management.

ICELAND

In Iceland, disaster and civil protection is governed by a robust legal and institutional framework that emphasizes preparedness, risk assessment, and coordinated response. The cornerstone of this system is the Civil Protection Act (No. 82/2008), which establishes the Department of Civil Protection and Emergency Management (DCPEM) and outlines the responsibilities of national, regional, and local authorities. This legislation requires regular hazard-specific risk assessments and the creation of contingency plans at both the national and municipal levels. The Local Government Act further reinforces the role of municipalities, mandating that they develop local emergency plans that align with national strategies.

The DCPEM operates under the National Commissioner of the Icelandic Police and serves as the central coordinating body during emergencies. It follows a multi-hazard approach and collaborates closely with scientific institutions such as the Icelandic Meteorological Office and the University of Iceland. Through this cooperation, the department manages early warning systems, coordinates inter-agency efforts, and ensures clear public communication during crises.

Iceland's disaster policies have been tested during various emergencies, including volcanic eruptions and severe weather events. Implementation practices include real-time public alerts via mobile applications and media, coordinated evacuations led by emergency services, and public insurance mechanisms to assist those affected by property loss or displacement.

Despite the strengths of this system, challenges persist. Some local contingency plans require more frequent updating, especially in smaller or remote municipalities. There is also an ongoing need to enhance public participation through regular preparedness exercises and to improve infrastructure resilience in rural areas where access and emergency response capabilities may be limited.

CYPRUS

The Cyprus Civil Defence Law (amended in 1996) provides the legal basis for civil protection activities. Key responsibilities include coordinating evacuations, public warnings, and training. National emergency action plans emphasize risk mitigation and public safety. The legislation also mandates disaster drills and preparedness in public institutions but lacks specific measures for VET integration.

The Republic of Cyprus also follows the European Union's Civil Protection Mechanism and aligns national emergency strategies with international frameworks such as the Sendai Framework for Disaster Risk Reduction. Emphasising a multi-hazard approach, the Sendai Framework encourages member states to address various natural, technological, and biological disaster types within integrated risk management strategies. National emergency action plans in Cyprus have been updated in recent years to reflect this



shift, including provisions for climate-induced disasters and biological hazards. This alignment supports a more systemic and inclusive approach to disaster preparedness and resilience building.

Despite this progress, there remains a gap in integrating these strategies into the formal VET system. Existing legislation and preparedness protocols generally target public institutions, civil servants, and emergency response units, with limited recognition of VET educators or learners as part of the preparedness and response ecosystem. There is an opportunity to develop tailored legal and institutional frameworks incorporating disaster awareness as a core component of vocational training policy.

UKRAINE

In Ukraine, disaster preparedness and response are governed by a comprehensive legal and regulatory framework that delineates the roles and responsibilities of various members of society; these documents ensure a coordinated and practical approach to civil safety.

The cornerstone of Ukraine's disaster management legislation is the Code of Civil Protection of Ukraine, enacted under Law No. 5403-VI on March 31, 2023. This legal framework regulates relationships concerning protecting people, territories, the environment, and property against emergencies. It outlines the powers of government authorities and establishes the responsibilities of citizens and organisations in disaster preparedness and response. The Cabinet of Ministers oversees the establishment of the State Commission on Technogenic and Environmental Safety and Emergencies, which coordinates national disaster prevention and response efforts. Regional and local administrations are also responsible for forming their commissions to address civil protection, ensuring that disaster preparedness measures are tailored to the specific needs of their communities. Furthermore, all individuals and entities must participate in civil protection activities by adhering to safety protocols and cooperating with emergency services during disasters.

Another critical element of Ukraine's disaster management framework is the Regulation on the Unified State Civil Protection System, established by the Cabinet of Ministers Resolution No. 11 on January 9, 2014. This regulation defines the structure and operational procedures of the Unified State Civil Protection System (USCPS). Central executive authorities are tasked with creating functional subsystems within the USCPS, preparing their forces and resources to prevent and respond to emergencies effectively. Local executive officers are responsible for organising and implementing civil protection measures at the regional and local levels, ensuring that disaster responses are efficient and contextually appropriate. Businesses, institutions, and organisations must establish internal civil protection services and develop emergency plans to train personnel on handling emergencies within their premises.

The Law of Ukraine, "On Emergency Medical Care," under Law No. 5081-VI, enacted on July 5, 2012, outlines the organisation and provision of emergency medical services during disasters, specifying the responsibilities of healthcare providers and citizens. Emergency medical services must provide timely and competent medical care to disaster victims, including pre-hospital care and transportation to medical facilities. Citizens are expected to promptly seek emergency medical assistance and provide accurate information to responders to facilitate effective care.

The Law of Ukraine, "On Ensuring Sanitary and Epidemic Welfare of the Population," enacted under Law No. 4004-XII in 1994, addresses public health safety during emergencies and assigns roles to various stakeholders. State authorities are responsible for implementing measures to prevent the spread of infectious diseases during disasters through surveillance and control activities. Local authorities are tasked with executing public health interventions at the community level, such as organizing vaccination campaigns and disseminating health information. Employers and educational institutions must adhere to



health regulations, provide necessary facilities for hygiene, and support contact tracing efforts during epidemic outbreaks.

The Law of Ukraine, "On the Use of Nuclear Energy and Radiation Safety," enacted under Law No. 39/95-VR on February 8, 1995, governs nuclear safety, a matter of particular relevance given Ukraine's history with nuclear energy. Regulatory authorities oversee nuclear facilities to ensure compliance with safety standards and respond to radiological emergencies. Operators of nuclear facilities are obligated to maintain stringent safety protocols, conduct regular training, and develop emergency response plans to safeguard public safety. The general public is provided with information on radiation safety and is instructed on appropriate protective actions in the event of a nuclear incident.

Additionally, the National Action Plan for the Implementation of UN Security Council Resolution 1325 on Women, Peace, and Security (2020-2025) highlights the role of women in peace and security efforts, which are integral to disaster response. Government bodies are encouraged to involve women in decision-making processes related to disaster risk reduction and response strategies. Civil society organisations are supported in promoting women's participation in peacebuilding and disaster resilience initiatives. At the same time, international partners are urged to collaborate on projects that empower women in disaster-prone regions, thereby enhancing community resilience.

Finally, the State Emergency Response Plan, established by the Cabinet of Ministers Resolution No. 223 on March 14, 2018, outlines the coordinated actions of state and local authorities during emergencies. Central authorities provide strategic direction, allocate resources, and coordinate national-level disaster responses, while local authorities implement emergency measures, manage evacuation processes, and ensure the safety of affected populations within their jurisdictions. Emergency services execute operational tasks, including search and rescue, medical assistance, and disaster mitigation.



SECTION 6: ACCESSIBILITY FOR DIASPORA COMMUNITIES

In today's interconnected world, it is essential to ensure that educational resources and civil safety plans are accessible to diaspora and migrant communities. This section will assess how effectively these resources meet the needs of individuals living outside their home countries. Key considerations will include language availability and cultural relevance, essential for understanding how well these communities can access and benefit from disaster preparedness initiatives. By examining these factors across partner countries, this section aims to identify the strengths and areas for improvement in accessibility for diaspora populations.

LATVIA

Assessing the accessibility of educational resources and civil safety plans for diaspora and migrant communities reveals significant gaps that could hinder effective disaster preparedness and response. While legislative norms for diaspora and migrant communities are available in English on the national site likumi.lv, many critical resources remain inaccessible for non-Latvian speakers.

Although some materials, like the brochure titled "What to Do in Case of a Crisis," have been translated into English, many essential documents remain available only in Latvian. This lack of translation could pose a serious challenge in a disaster, as timely and accurate information is crucial for effective response and safety. For instance, understanding emergency protocols or civil protection measures may be difficult for those not proficient in Latvian, leading to confusion and potentially life-threatening situations during a crisis.

The "112 Latvia" website and accompanying app are also designed to provide critical assistance during emergencies. While the government guarantees back these resources, it primarily supports Latvian and English languages. This limitation may create barriers for community members who do not speak these languages, including individuals from diverse linguistic backgrounds. Vulnerable populations may find themselves without adequate support or information in the critical moments of an emergency.

To address these issues, it is essential to improve the accessibility of information for all diaspora and migrant community members. This can be achieved by translating important documents into multiple languages, ensuring cultural relevance in disaster preparedness materials. Community engagement and feedback can also play a vital role for identifying the specific needs of diaspora populations, fostering a more inclusive approach to civil safety education.

Efforts to enhance language accessibility and cultural relevance in educational resources can empower diaspora and migrant communities, helping them to better prepare for emergencies and respond effectively when disasters occur. This accessibility is vital for building a resilient society where everyone can access the information they need for their safety and well-being regardless of their linguistic or cultural background.

SPAIN

Research on educational accessibility for migrant and diaspora communities in Spain highlights several key challenges and recommendations. Language barriers and cultural differences pose significant obstacles to integration, requiring adapted curricula, teaching materials and methodologies (García & Martínez, 2003; Ruiz, 2006).

The legal and policy framework surrounding migrant education requires attention to ensure equal access and opportunities (Muñoz, 2014). Educators need adequate training to address the diverse needs of migrant learners and promote intercultural dialogue (Llorent Bedmar, 2013). The integration of



cultural elements from students' countries of origin into curricula and school materials is recommended to improve self-esteem and academic success (Llorent Bedmar, 2013).

In addition, providing language support and lifelong learning opportunities is crucial for successful integration (Muñoz, 2014). A comprehensive approach involving government, international organisations, and NGOs is needed to develop effective education policies for migrant and diaspora communities in Spain.

TÜRKİYE

In Türkiye, significant strides have been made in disaster education; however, challenges remain regarding accessibility for diaspora and migrant communities.

The primary sources providing disaster education in Türkiye include the Disaster and Emergency Management Authority (AFAD), which organises Disaster Awareness Training and offers online and in-person training sessions. The Turkish Red Crescent (Kızılay) also plays a crucial role by providing first aid and disaster management training while implementing humanitarian aid projects designed explicitly for migrants. Additionally, municipalities and non-governmental organisations (NGOs) conduct community-based disaster training and hold information sessions targeted at migrants.

Despite these efforts, language barriers continue to create difficulties for migrants, as most training sessions are conducted in Turkish. Consequently, disaster education materials for migrants are insufficient in other languages such as Arabic, English, or Persian. Most online training resources are available only in Turkish, with limited translation support, making it challenging for migrants to access vital information.

Cultural appropriateness is another significant issue, as educational content is primarily designed for local Turkish residents. This focus reduces the effectiveness of disaster education for migrant communities, as training sessions often do not consider their diverse cultural backgrounds.

Several solutions have been proposed to address these challenges and improve accessibility. Enhancing language support is critical; AFAD, the Turkish Red Crescent, and NGOs should provide more disaster education materials in Arabic, English, Persian, and French. Developing visual and video-based educational content could further assist in making information accessible for illiterate migrants.

Additionally, cultural adaptation and community-based approaches are essential for practical training. Disaster training programs should be redesigned to align with the cultural sensitivities of migrant communities. Engaging community leaders and volunteers from migrant groups to deliver training sessions can foster a more welcoming environment and improve understanding.

Moreover, increasing the participation of local governments and NGOs is vital. Municipalities should develop disaster preparedness plans tailored to migrants and initiate multilingual awareness campaigns. It is essential to ensure that migrants are informed about emergency assembly points and evacuation procedures to enhance their safety.

In summary, language barriers, a lack of cultural adaptation, and other accessibility challenges currently limit the effectiveness of disaster education for diaspora and migrant communities in Türkiye. Strategies such as expanded translation efforts, community-based approaches, and mobile education initiatives must be adopted to create a more inclusive and accessible disaster awareness program.



ICELAND

In Iceland, accessibility to disaster preparedness information for diaspora and migrant communities has increasingly become a focus area within the broader civil protection system. As a country with a growing population of foreign residents and seasonal workers, particularly in sectors like tourism, fisheries, and construction, ensuring equitable access to safety information is essential. The Department of Civil Protection and Emergency Management (DCPEM), under the National Commissioner of the Icelandic Police, plays a central role in public communication during emergencies and has made efforts to ensure that key messages and alerts are disseminated in multiple languages.

Real-time public alerts, such as those shared through the Safe Travel app and official websites, are often made available in English alongside Icelandic, which helps reach a broad audience of non-native speakers. However, access to materials in other commonly spoken languages among diaspora communities—such as Polish, Lithuanian, or Thai—is more limited and remains an area for improvement. Additionally, while emergency information is typically clear and timely, it may not always reflect diverse communities' cultural context or communication preferences.

Municipalities responsible for local emergency planning vary in how proactively they engage with migrant residents. In some regions, local authorities and civil protection committees have collaborated with community organisations to increase outreach and participation in preparedness initiatives, but this is not yet standard practice across the country. There is also a growing recognition of the need for inclusive preparedness drills and multilingual public education campaigns to involve migrant communities in civil safety planning better.

Iceland has laid a solid foundation for accessible disaster communication, particularly through digital tools and institutional coordination. However, to fully meet the needs of its diverse population, further steps are needed to ensure language inclusivity, cultural relevance, and active engagement of diaspora groups in preparedness and response efforts.

CYPRUS

Accessibility for Diaspora Communities Most civil protection resources are available only in Greek, limiting accessibility for migrant and diaspora communities. Although some emergency alerts are bilingual (Greek/English), training resources and safety plans often lack cultural adaptation or translations in widely spoken migrant languages (e.g., Arabic, Tagalog). NGOs occasionally bridge this gap, but systematic government-led inclusion remains limited.

UKRAINE

In Ukraine, addressing language accessibility is crucial for effective disaster education and community engagement. As a multilingual country, Ukraine recognises Ukrainian as the official language, alongside minority languages such as Romani, Crimean Tatar, Hungarian, and Gagauz. This linguistic diversity highlights the importance of making educational materials and safety plans available in multiple languages to ensure comprehension and active participation among all community members.

Organisations like CLEAR Global have acknowledged the vital role of language in crisis response. They have mobilised volunteer linguists to translate essential information into various languages, bridging communication gaps and providing refugees and migrants with the critical information they need in a language they understand.



However, Ukrainians affected by the war encounter significant language challenges in host countries, which can hinder their access to vital services and information. The reliance on untrained informal translators can often lead to miscommunication, emphasising the urgent need for professional translation and interpretation services to aid effective communication.

Cultural relevance also plays a key role in supporting diaspora and migrant communities. Diaspora organisations are crucial in delivering culturally appropriate services due to their deep roots in the cultural practices of their communities. These organisations are well-positioned to provide support that resonates with the cultural norms and values of the individuals they serve. For instance, Ukrainian diaspora organisations have been instrumental in mobilising resources and offering immediate assistance to newly arrived migrants, ensuring that the support provided is culturally sensitive and relevant.

Creating educational materials that reflect the cultural backgrounds of diaspora communities enhances engagement and effectiveness. This includes incorporating cultural rituals, preserving language, and fostering community organisation within academic programs. Such cultural integration helps sustain a sense of identity and belonging, which is vital for individuals' mental and emotional well-being during displacement.

Understanding the specific needs of diaspora and migrant communities allows for developing resources that address their unique challenges. For example, providing information on how to access healthcare, education, and employment in host countries, while considering cultural nuances, facilitates smoother integration and enhances the effectiveness of disaster response efforts.

Several recommendations have been proposed to improve these areas. Engaging diaspora communities in creating educational and safety materials is essential to ensure cultural relevance and acceptance among the target groups. Additionally, comprehensive translation services should be established, providing translation and interpretation assistance across the multiple languages spoken by diaspora communities to guarantee that information is accessible to all.

Cultural competency training for disaster response personnel is another important recommendation to improve service delivery and foster trust within diverse communities. Finally, creating accessible communication channels through various platforms, including social media, community radio, and local gatherings, can facilitate the dissemination of information in culturally appropriate ways.



SUMMARY – DESK RESEARCH

The desk research component of the Mapping Report on Disaster Awareness and Life-Saving Skills provides a detailed analysis of disaster preparedness education and training initiatives in several countries, including Latvia, Spain, Türkiye, Cyprus, and Ukraine, as part of the VET-READY project.

In Latvia, disaster education is integrated into the educational system at multiple levels, governed by a robust legislative framework that mandates civil protection courses. By embedding modules such as 'Public and Human Safety,' Latvia ensures comprehensive disaster readiness among students. Key initiatives include the compulsory civil protection course and the innovative "112 Latvia" mobile app, enhancing emergency accessibility for individuals, including those with disabilities.

Spain lacks a formal Disaster Awareness Framework within its VET system, yet it emphasises disaster education through general safety strategies like the Health and Safety at Work Strategy, initiatives from national frameworks, and international agreements like the Sendai Framework, which seeks integration into the educational curriculum. Programs such as the UME Training in Educational Centres provide essential disaster response skills.

Türkiye's disaster preparedness is significantly structured through national policies and plans, including the Türkiye Disaster Risk Reduction Plan (TARAP) and strategic partnerships among educational and local government entities. Disaster awareness training is supported by AFAD and the Ministry of National Education, with comprehensive initiatives like mobile earthquake simulation trucks and fire simulation stations enhancing community readiness.

In Iceland, disaster preparedness is supported by a well-established legal and institutional framework, with the Civil Protection Act guiding national and municipal responsibilities in risk assessment and emergency planning. The Department of Civil Protection and Emergency Management (DCPEM) coordinates multi-agency efforts and public communication, using real-time tools like the Safe Travel app to issue alerts during events such as volcanic eruptions and extreme weather. While VET reforms have enhanced the accessibility and quality of vocational training, disaster-specific modules are not yet systematically integrated.

Efforts to address misinformation, particularly around earthquakes and volcanic activity, focus on correcting social media-driven myths and promoting public safety protocols such as "Duck, Cover, Hold." Accessibility for diaspora communities is improving through English-language alerts and digital tools, though resources in other migrant languages remain limited. Increasing cultural relevance, multilingual outreach, and inclusive preparedness initiatives are key areas for future development.

Cyprus incorporates disaster themes into broader educational strategies, although not distinctively formalised within VET curricula. The 'Education for Environmental and Sustainable Development (EESD)' strategy promotes awareness through public and civil protection education, while community-based training workshops improve localised preparedness.

In Ukraine, ongoing conflicts highlight the importance of integrating disaster awareness into VET as part of national resilience strategies. Recent policies and programs, such as the Strategic Plan for VET development, focus on increasing educational resilience, incorporating disaster risk reduction into vocational curricula, and enhancing community collaboration for improved disaster responses.

A collection of good practices from partner countries further enriches this research, showcasing innovative educational efforts, effective training methods, and adaptable frameworks. This comprehensive desk research underscores a growing need for disaster education within vocational



pathways across Europe. It promotes resilience and safety through shared international frameworks, contextual adaptation, and community-centric strategies. It reflects on the challenges and opportunities in harmonising disaster education with vocational training, emphasising capacity building through policy alignment, robust methodologies, and strategic partnerships across nations.



2ND PART – FIELD RESEARCH

SECTION 7: FIELD SURVEY RESULTS

In parallel to the desk research, the partnership collected and analysed quantitative data derived from responses to specifically designed questionnaires. The questionnaires were translated into the partners' languages to ensure that all participants were able to complete them. A descriptive cross-tabulation analysis was conducted using SPSS data analysis software to explore relationships and patterns between various variables. This analysis allowed for an in-depth examination of the key themes outlined in the questionnaire, providing a nuanced understanding of the perspectives and experiences of different groups of participants.

Each section of the report focuses on a specific thematic area, offering a detailed examination of the responses from educators, students, and diaspora participants. By disaggregating the data, the report highlights both shared patterns across these groups and the distinct differences that may reflect the unique contexts or roles each group plays within the broader framework of disaster preparedness education.

This comparative approach enables the identification of common challenges and priorities, while also deepening our understanding of how disaster preparedness is perceived, taught, and experienced in different educational and cultural settings. The findings offer valuable insights that can inform targeted interventions, policy recommendations, and the development of more inclusive and effective educational strategies in the field of disaster preparedness.

Furthermore, the structure of this report supports evidence-based reflection and planning, allowing stakeholders to draw meaningful conclusions and consider the implications of these results in both local and transnational contexts. Through this analysis, the report aims to contribute to the ongoing dialogue on strengthening resilience and preparedness through education, paying particular attention to the diverse voices and realities of the participants involved.

A. PROFILE OF PARTICIPANTS

A1. VET EDUCATORS PROFILE

The analysis of data collected from a sample of 155 vocational education and training (VET) educators across six European countries—Spain, Turkey, Latvia, Cyprus, Ukraine, and Iceland—offers a general overview of their profiles, experience, and involvement in disaster preparedness education. Regarding gender distribution, the overall sample is relatively balanced, with a slight female majority (85 women versus 68 men), although notable differences are observed across countries. Spain stands out with a male majority (18 men and 9 women), whereas Turkey, Latvia, Cyprus, and Iceland show a clear female predominance (e.g., Turkey: 16 women vs. 4 men; Latvia: 16 women and 12 men). These disparities may reflect country-specific dynamics in access to or retention within the VET teaching profession. The remaining two respondents preferred not to state their gender.

In terms of teaching experience, the most represented group across the sample is that of educators with more than five years of experience (46.5%). Latvia leads in this category, with 22 out of 28 educators (78.6%) reporting over five years of experience, followed by Turkey (75%) and Iceland (32%). Conversely, Cyprus presents a reversed distribution, with 12 educators (48%) having less than one year of experience, possibly linked to recent staff renewal or recruitment policies targeting new professionals.

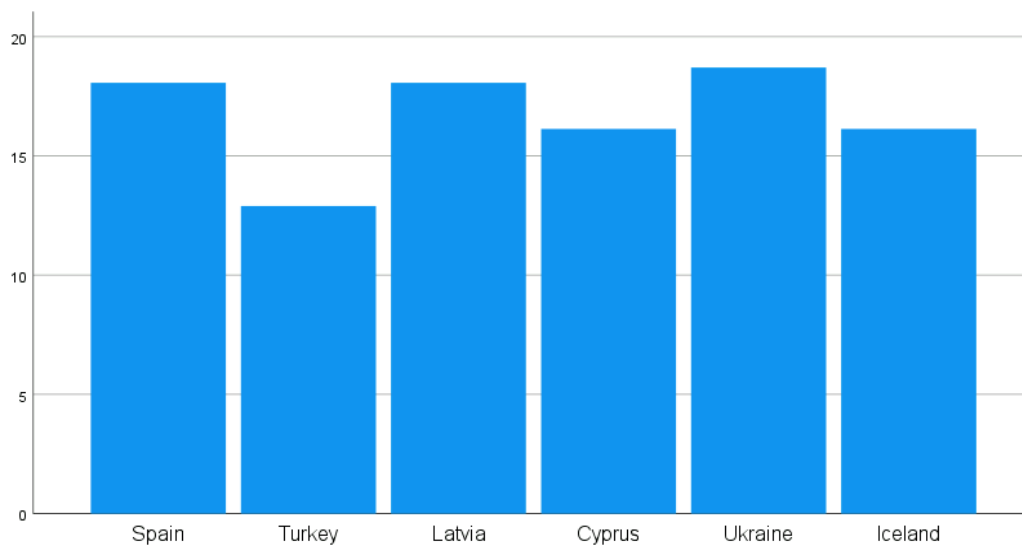


Regarding specific experience in disaster preparedness education, there are substantial differences between countries. Ukraine (28 out of 29 educators) and Latvia (26 out of 28) show very high levels of involvement in this area, whereas Spain presents a contrasting profile: 18 out of 28 educators (64%) report no experience in teaching these topics. Iceland (23 of 25) and Cyprus (14 of 25) also demonstrate high engagement, which may reflect a stronger curricular integration or greater institutional awareness of the topic.

Personal experience of disasters is also highly prevalent, with 84.5% of all respondents (131 out of 155) having experienced some form of emergency. Notably, all educators in Iceland (25 out of 25) report such experiences, followed closely by Ukraine (27 of 29) and Latvia (26 of 28). Spain records the lowest proportion (17 of 28). The most frequently reported disaster types include pandemics, earthquakes, fires, and, in some cases, volcanic eruptions and hurricanes. Iceland, in particular, features unique experiences such as “earthquake; volcano; fire” reflecting its distinct geological context.

Lastly, when considering professional areas of experience related to disaster preparedness, a clear predominance of “emergency response and first aid” emerges in countries like Spain (18 mentions), Turkey (10), and Cyprus (10). Latvia and Ukraine, however, display more diversified profiles, incorporating risk assessment and evacuation procedures, suggesting a more comprehensive approach to emergency management training. This may be the result of recent public policy initiatives or traumatic national events that have shaped training priorities.

Figure 1: Geographic origin of the VET Educators (%)



A2. VET LEARNERS PROFILE

The learner sample consists of 254 participants distributed across five countries, with a clear predominance of female respondents (177), followed by male learners (76), and only one identifying with another gender. This gender imbalance is consistent across all countries, though particularly marked in some cases, such as Turkey, where the number of female learners is especially high.

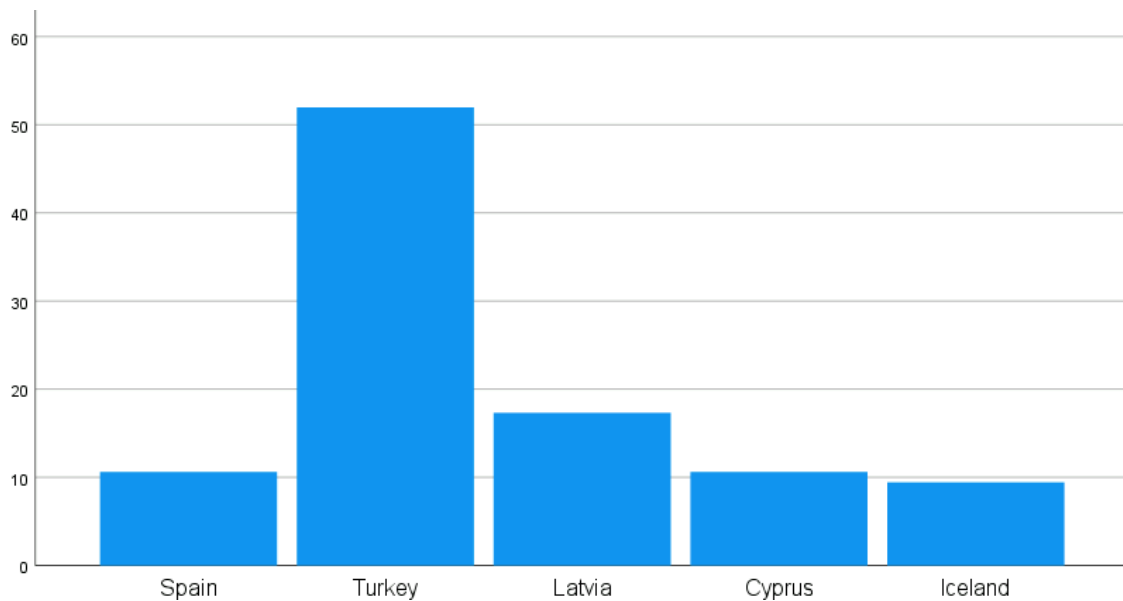
In terms of age, the vast majority belong to the youngest age group (123), with a noticeable decline in participation as age increases, suggesting that the sample mainly represents younger learners.



Regarding experience with disasters, a significant portion of the learners (208) report having lived through at least one disaster, compared to only 46 who have not, indicating a high level of direct exposure across countries. When analyzing the type of disaster experienced, the most common single events reported are pandemics and earthquakes, often in combination with other types of disasters such as floods, fires, or industrial accidents. Some learners have experienced highly complex scenarios involving multiple simultaneous threats (e.g., pandemic, earthquake, fire, and flood), which highlights a broad and multifaceted exposure to risk.

These patterns show both similarities and some country-specific differences in terms of disaster exposure, but overall point to a learner population that is young, predominantly female, and already familiar—directly or indirectly—with the impacts of various types of disasters.

Figure 2: Geographic origin of the learners (%)

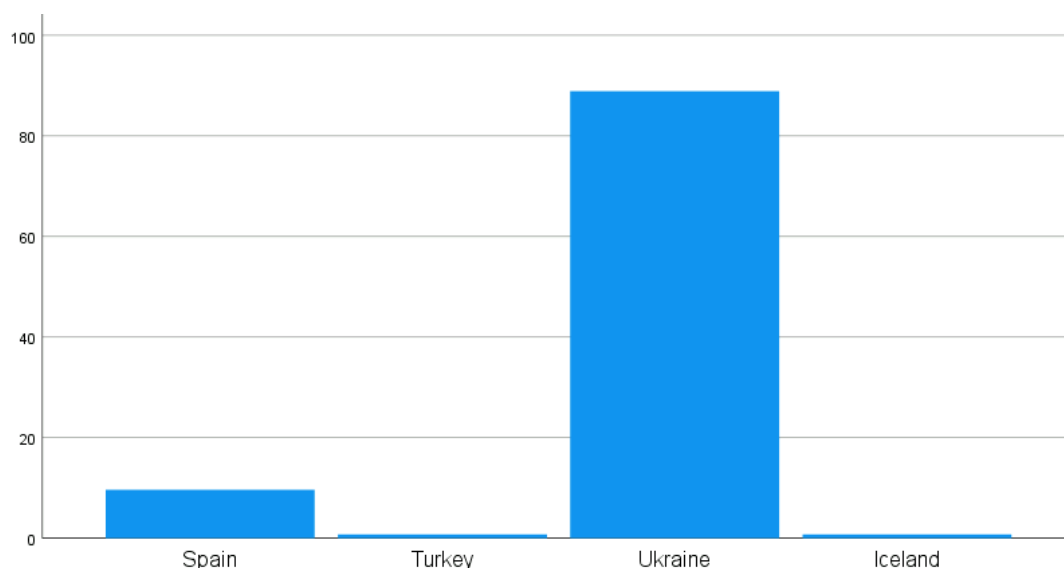


A3. DIASPORA REACHED IN PARTNER COUNTRIES- PARTICIPANTS' PROFILE

The data presents 136 participants, focusing on key demographic factors such as gender, age, disaster experiences, and types of disasters encountered. The gender distribution is predominantly male, with fewer females and almost no non-binary individuals represented. This suggests a gender imbalance within the diaspora, potentially influenced by cultural or societal factors. The age distribution reveals a younger to middle-aged community, with the majority falling within the 18-40 age range. This demographic is likely to have distinct needs and experiences related to disaster preparedness. The majority of individuals in the diaspora have encountered at least one disaster, emphasizing the importance of disaster preparedness for this group. The types of disasters most commonly experienced include pandemics, earthquakes, floods, and industrial disasters. This indicates a broad range of vulnerabilities within the diaspora, necessitating a comprehensive approach to disaster preparedness that takes into account the different risks they face. In summary, the diaspora community is diverse in terms of age, gender, and disaster experiences, which calls for tailored disaster preparedness programs that address their unique needs and challenges.



Figure 3: Geographic origin of the diaspora (%)



B. CURRENT TRAINING OPPORTUNITIES

VET EDUCATORS

Educators in several countries have a variety of training resources available to teach disaster preparedness. According to the data collected, the most common resources include government training programmes, online courses and institutional training. Spain is the country with the greatest diversity in terms of available resources, with 28 resources mentioned in total. This includes a combination of training through government programmes, online platforms and self-education, suggesting that educators in Spain have access to multiple forms of training and learning. However, it is also noted that some of these resources are not effectively integrated into everyday teaching due to specific challenges.

In Turkey, educators report a more limited number of resources, with only 20 resources mentioned. Most of these resources are related to government programmes, specifically through the Disaster and Emergency Management Agency (AFAD), which plays a key role in citizenship education. Latvia and Cyprus also have educational resources, with 28 and 25 resources respectively, highlighting the use of social networking and risk prevention as part of the approaches taken to integrate disaster preparedness.

The main challenge facing educators is the lack of institutional support for teaching about disasters. In Spain, 10 of the 28 resources explicitly mention the lack of institutional support as one of the main obstacles to providing this training. This may include the lack of formally established educational programmes on disaster preparedness in school curricula, or the lack of adequate teaching materials. In Turkey, a challenge related to lack of resources is noted, with 8 out of 20 resources citing this problem. This indicates that many educators lack the materials or infrastructure needed to effectively integrate these issues into their lessons. In Ukraine, lack of motivation is also identified as a major obstacle, reflecting the difficulty of some educators to engage students in these issues.

With regard to specific educational resources for disaster preparedness, educators in Spain appear to make particular use of social media (26 mentions) as a means of distributing information on how to deal with emergency situations, while in Latvia, social media is also highlighted as a key tool. In Turkey, the Disaster and Emergency Management Agency (AFAD) is mentioned as a relevant educational resource to train the community, reflecting the importance of government initiatives in training the



general public. In Ukraine, digital dissemination and the use of online platforms to share resources are also key to educating educators and students on disaster preparedness issues.

In conclusion, although there are a variety of educational resources available to educators, challenges remain. In many countries, educators face barriers such as lack of institutional support, limited resources and lack of student motivation, which can make it difficult to integrate disaster preparedness into the educational curriculum. Despite these challenges, the use of digital platforms and social media are proving to be effective tools that can help educators overcome these limitations, allowing for greater dissemination of information and educational resources. To improve the effectiveness of teaching, education policies need to encourage greater collaboration between governmental and educational institutions and educators themselves to ensure that disaster preparedness is an integral component of education at all levels.

VET LEARNERS

A majority of learners surveyed (around 71%) reported having received prior training in disaster preparedness or first aid, suggesting a relatively solid foundational knowledge within the group. However, when broken down by country, notable disparities emerge that likely reflect systemic differences in educational strategies and the availability of national emergency training programs. For instance, in Turkey, more than two-thirds of respondents have undergone training—possibly due to stronger public policies in this area—whereas in Spain, the figure drops to nearly one-third, pointing to a potential need for targeted interventions to bolster local preparedness. These discrepancies are not trivial, as they highlight possible inequities in resilience levels across different national student populations.

Regarding the training content, although there is significant variety, several core topics appear consistently: first aid, fire safety, safe evacuation procedures, and, to a lesser extent, the use of emergency communication systems. Less frequently covered, though critically important, are psychological support in emergencies, risk assessment, and survival skills—components essential for responding effectively in complex or prolonged crises. This imbalance suggests that many existing programs may be more focused on immediate response tactics than on comprehensive preparedness and recovery strategies. In countries like Latvia and Iceland, some learners have received more advanced, multi-component training, indicating the presence of more robust or integrated initiatives in those contexts.

Interestingly, highly specialized training such as HEAT (Hostile Environment Awareness Training) or topic-specific modules like earthquake kits or sheltering protocols were mentioned only a handful of times. This might signal a gap in tailored training for region-specific risks or limited awareness of specialized tools. Despite the relatively high overall rate of prior training, these findings raise questions about the quality, relevance, and contextual fit of those experiences.

In terms of preferred formats for future training, learners show a strong preference for face-to-face classes, but a growing inclination toward hybrid or multimodal approaches is clear. Many respondents selected combinations that include in-person classes, online courses, mobile apps, and self-learning materials, reflecting a desire for flexible, dynamic, and learner-centered experiences. Countries like Latvia and Iceland particularly stand out for embracing digital and blended learning modalities, which may be linked to better tech infrastructure or greater familiarity with digital education tools.

A particularly noteworthy observation is that learners from both resource-rich and resource-limited contexts express interest in more complex, blended training formats. This indicates a high intrinsic motivation for learning, even in areas where infrastructure may be lacking. It presents a valuable opportunity to design scalable and context-sensitive training programs that tap into this motivation and expand access through innovative delivery models.



In short, while many learners have some prior training, it varies widely in depth and scope—and often emphasizes operational over strategic competencies. There is strong and clear interest in more holistic, accessible, and practical learning experiences. This creates a favorable environment to implement educational interventions that not only impart knowledge but genuinely empower learners to act effectively, think critically, and respond with confidence in times of crisis.

DIASPORA

The current data focuses on the diaspora community's prior disaster preparedness or first aid training, the topics covered in such training, and their preferred formats for receiving future training.

A substantial portion of the diaspora (111 out of 136) has received some form of disaster preparedness or first aid training, with the majority having undergone training that includes fire safety, first aid, psychological support, survival skills, and risk assessment. This suggests a broad exposure to essential disaster management skills. The training typically combines first aid with fire safety, while a smaller number have received training in more comprehensive topics such as risk assessment and the use of emergency communication systems.

When it comes to preferred training formats, there is a clear preference for interactive and flexible learning methods, with a significant number of individuals opting for a combination of face-to-face classes and online courses. Other popular choices include workshops and interactive mobile applications, indicating a demand for varied and engaging training methods that allow learners to access material both in person and remotely. Additionally, printed material or self-teaching resources were frequently selected, suggesting that many diaspora members appreciate the ability to study at their own pace.

In summary, the diaspora community shows a solid foundation of disaster preparedness training, particularly in critical areas like first aid and fire safety. However, there is a clear preference for a mix of training formats that offer both flexibility and interaction, allowing individuals to learn according to their own needs and schedules.

C. LEARNING NEEDS

VET EDUCATORS

Regarding learning needs, 7.7% of educators have not received any prior training in disasters and first aid, while the rest have been trained in these areas in some capacity. Of these, 42.6% received training as an educator, and 49.7% were trained as students. This suggests that, while most educators have some level of training, there are still gaps in widespread education.

In terms of the content of the training received, most educators have been trained in first aid (47%) and fire safety (45.2%), followed by risk assessment and self-evacuation (approximately 10-15%). However, topics such as psychological support in emergencies, the use of emergency communication systems, and survival skills are less common, with only a small percentage of educators receiving training in these areas.

Regarding the topics that educators believe should receive more attention in disaster preparedness education, the most frequently mentioned topics were fire safety (approximately 50%), first aid (45%), and risk assessment (around 30%). There was also a call for more training on safe evacuation (25%), psychological support (22%), and the use of emergency communication systems (20%).



Finally, when asked about the relevance of including the use of survival equipment in vocational education and training, 60% of educators believe it should be of high relevance, while 30% think it should have moderate relevance. This highlights the importance of preparing educators not only with theoretical knowledge but also with practical skills that enable them to effectively manage emergency situations.

VET LEARNERS

A majority of learners surveyed (around 71%) reported having received prior training in disaster preparedness or first aid, suggesting a relatively solid foundational knowledge within the group. However, when broken down by country, notable disparities emerge that likely reflect systemic differences in educational strategies and the availability of national emergency training programs. For instance, in Turkey, more than two-thirds of respondents have undergone training—possibly due to stronger public policies in this area—whereas in Spain, the figure drops to nearly one-third, pointing to a potential need for targeted interventions to bolster local preparedness. These discrepancies are not trivial, as they highlight possible inequities in resilience levels across different national student populations.

Regarding the training content, although there is significant variety, several core topics appear consistently: first aid, fire safety, safe evacuation procedures, and, to a lesser extent, the use of emergency communication systems. Less frequently covered, though critically important, are psychological support in emergencies, risk assessment, and survival skills—components essential for responding effectively in complex or prolonged crises. This imbalance suggests that many existing programs may be more focused on immediate response tactics than on comprehensive preparedness and recovery strategies. In countries like Turkey and Iceland, some learners have received more advanced, multi-component training, indicating the presence of more robust or integrated initiatives in those contexts.

Interestingly, highly specialized training such as HEAT (Hostile Environment Awareness Training) or topic-specific modules like earthquake kits or sheltering protocols were mentioned only a handful of times. This might signal a gap in tailored training for region-specific risks or limited awareness of specialized tools. Despite the relatively high overall rate of prior training, these findings raise questions about the quality, relevance, and contextual fit of those experiences.

In terms of preferred formats for future training, learners show a strong preference for face-to-face classes, but a growing inclination toward hybrid or multimodal approaches is clear. Many respondents selected combinations that include in-person classes, online courses, mobile apps, and self-learning materials, reflecting a desire for flexible, dynamic, and learner-centered experiences. Countries like Latvia and Iceland particularly stand out for embracing digital and blended learning modalities, which may be linked to better tech infrastructure or greater familiarity with digital education tools.

A particularly noteworthy observation is that learners from both resource-rich and resource-limited contexts express interest in more complex, blended training formats. This indicates a high intrinsic motivation for learning, even in areas where infrastructure may be lacking. It presents a valuable opportunity to design scalable and context-sensitive training programs that tap into this motivation and expand access through innovative delivery models.

In short, while many learners have some prior training, it varies widely in depth and scope—and often emphasizes operational over strategic competencies. There is strong and clear interest in more holistic, accessible, and practical learning experiences. This creates a favorable environment to implement educational interventions that not only impart knowledge but genuinely empower learners to act effectively, think critically, and respond with confidence in times of crisis.

DIASPORA



The data highlights the diverse learning needs within the diaspora regarding disaster preparedness. Key topics of interest across the different countries include first aid, survival skills, emergency communication, and risk assessment. These topics indicate a broad understanding of the importance of being prepared for various disaster scenarios, emphasizing both practical and theoretical knowledge. Notably, first aid remains the most requested area for further learning, as it is crucial for immediate response during emergencies. Psychological support in emergencies is also a growing focus, though it ranks slightly lower in importance compared to physical survival skills.

Looking at the specific countries, Iceland stands out with a strong interest in immediate response, survival skills, and risk assessment, likely due to the country's vulnerability to natural disasters like volcanic eruptions. Latvia shows a preference for first aid, psychological support, and safe evacuation, possibly due to the country's exposure to extreme weather events. Cyprus reflects a similar concern with first aid, safe evacuation, and survival skills, considering the risks of forest fires and earthquakes. Ukraine exhibits a diverse range of needs, with a focus on immediate response and psychological support, likely influenced by the ongoing conflict and related emergencies. Meanwhile, Turkey prioritizes risk prevention and first aid, which makes sense given the country's frequent earthquakes and natural disasters.

As for the types of resources considered most useful for learning, there is a clear preference for mobile applications, which stands out across all countries, followed by educational videos and simulations. These resources are favored for their accessibility and ability to offer interactive, hands-on learning experiences. Printed manuals and webinars are also mentioned but to a lesser extent. This reflects a trend toward using digital platforms for disaster preparedness training, as they allow for more flexible and engaging learning methods.

In conclusion, the diaspora across these countries is looking for training resources that combine theoretical knowledge with practical skills, with a clear emphasis on first aid, emergency communication, and survival skills. The increasing focus on psychological support during emergencies is also evident, highlighting a shift towards a more holistic approach to disaster preparedness. Additionally, there is a strong preference for digital and interactive learning tools, such as mobile applications and educational videos, to make this training more accessible and effective.

D. DESIRED LIFESAVING SKILLS

VET EDUCATORS

The data obtained regarding the inclusion of life-saving skills in disaster awareness within Vocational Education and Training (VET) reflect a general approach toward the necessity of comprehensive education in this area. Through the survey conducted in six countries — Spain, Turkey, Latvia, Cyprus, Ukraine, and Iceland — fundamental skills such as safe evacuation techniques, cardiopulmonary resuscitation (CPR), first aid for burns and wounds, psychological first aid, use of survival equipment, and acting in emergency situations have been identified.

In general terms, practical skills related to evacuation and CPR have received significant attention, being considered very relevant by the majority of respondents, especially in countries like Ukraine and Iceland. This shows a clear priority for preparing students to intervene effectively during the initial stages of a disaster, when immediate actions are crucial for saving lives. Similarly, first aid for burns and wounds and use of survival equipment are also considered essential, particularly in Latvia and Spain, where the ability to handle common injuries during disaster situations is highly valued.

On the other hand, skills such as psychological first aid and emergency communication, although not as prevalent as physical skills, are still seen as important components for a comprehensive disaster



response. In countries like Cyprus and Ukraine, there has been significant recognition of the importance of psychological first aid, reflecting a deeper understanding of the emotional aftermath that disasters can cause. This focus indicates the importance of not only providing medical care but also supporting victims from an emotional standpoint, reinforcing the idea that disaster responses should be multifaceted and not solely focused on physical intervention.

Finally, the ability to act in emergency situations has also been highlighted in several countries, with special emphasis on Spain and Latvia, suggesting that educational systems in these countries recognize the importance of training students not only in technical knowledge but also in the ability to make quick and effective decisions under pressure.

In conclusion, the data reflect a common trend in which training in essential life-saving skills for disaster scenarios is valued, with special attention given to evacuation techniques, CPR, and first aid. At the same time, the inclusion of psychological and communication competencies reflects a comprehensive approach that goes beyond physical skills, addressing the emotional and communicative needs of disaster victims. This overview emphasizes the need for a VET curriculum that prepares future professionals not only with technical skills but also with abilities to manage emotions and communication dynamics in emergency situations, ensuring a more complete and effective response to disasters.

VET LEARNERS

The survey results indicate a strong and widespread desire among learners to acquire life-saving skills, particularly in areas such as safe evacuation techniques, CPR, emergency communication, first aid for burns and wounds, and psychological first aid. This interest is reflective of the growing recognition of the importance of preparedness in managing disasters effectively, and the results show varying levels of demand across different countries, although the overall trend points to a universal need for these skills.

A significant number of learners expressed a need for training in safe evacuation techniques. Among the respondents, a large proportion sought basic knowledge, while many others were interested in more intermediate-level skills. This indicates a shared awareness of the importance of understanding how to safely evacuate in the event of a disaster. There is a noticeable interest across the countries, with some respondents indicating a need for more advanced knowledge, particularly in regions where the frequency and severity of disasters may be higher.

CPR (Cardiopulmonary Resuscitation) emerged as another highly desired life-saving skill. The demand for CPR training was widespread, with learners from all regions showing a preference for basic CPR courses, followed by a substantial number interested in intermediate training. This trend reflects the critical importance of CPR in responding to health emergencies, where prompt action can save lives. A smaller group of respondents also expressed interest in more advanced CPR techniques, indicating an awareness of the need for specialized training in certain contexts.

Emergency communication skills were also prioritized by learners, reflecting the essential role that effective communication plays during disaster response. A majority of respondents preferred basic and intermediate-level training, recognizing the importance of maintaining clear communication channels during emergencies. This skill is crucial for coordinating efforts, disseminating warnings, and ensuring that people are informed and able to respond appropriately to unfolding events.

First aid skills, particularly first aid for burns and wounds, were consistently cited as essential. Most learners sought basic training, with a smaller group interested in more advanced first aid techniques. This aligns with the need for immediate care in the aftermath of disasters, where injuries such as burns and wounds are common. The desire for these skills highlights the importance of providing accessible first aid training to ensure that individuals can effectively manage injuries until professional help arrives.



Finally, the need for psychological first aid was notable, with many respondents expressing interest in acquiring skills to support others in the aftermath of traumatic events. Psychological first aid is becoming increasingly recognized as a critical component of disaster preparedness, as mental health and emotional support are essential during and after crises. Learners from all regions indicated a strong preference for basic and intermediate-level training in psychological first aid, acknowledging its importance in fostering resilience and supporting affected individuals.

In summary, the survey findings illustrate a clear demand for life-saving skills across various areas, with learners consistently prioritizing practical and accessible training in CPR, evacuation procedures, emergency communication, first aid, and psychological support. This reflects a broad recognition of the need for comprehensive preparedness, not only for physical survival but also for mental well-being in disaster scenarios. These results underscore the importance of implementing training programs that equip individuals with the skills necessary to respond effectively to emergencies, promote community resilience, and enhance the overall capacity to manage crises.

DIASPORA

The data gathered on desired lifesaving skills among the diaspora reflects a strong interest in gaining practical and critical skills that are essential in emergency situations. The most frequently selected skill across all countries is CPR (Cardiopulmonary Resuscitation), with Iceland showing the highest demand for it (27 responses). This makes sense considering the universal importance of CPR in saving lives during cardiac emergencies. The other countries follow closely, with Latvia and Cyprus showing similar levels of interest in CPR as well.

Emergency communication is also a key area where the diaspora seeks to enhance their skills. While not as overwhelmingly popular as CPR, it remains a priority across all countries, with Iceland again having the largest number of individuals prioritizing it (27 responses). This suggests an understanding of the importance of communication during disasters, especially when coordinating efforts in the aftermath of a crisis.

In terms of first aid for burns and wounds, a critical skill in various types of emergencies, the diaspora shows significant interest, with Iceland and Ukraine having the highest responses in this category (28 and 19, respectively). This is likely due to the high risks associated with natural disasters and industrial accidents that can cause burns and injuries requiring immediate attention.

Lastly, psychological first aid, which focuses on providing immediate mental health support during and after a disaster, shows varying levels of interest. It is particularly highlighted in Iceland (26 responses) and Ukraine (16 responses), indicating a growing recognition of the importance of mental health alongside physical health in disaster scenarios. However, it is worth noting that this area is still somewhat less prioritized compared to the more immediately life-saving skills like CPR and first aid.

In conclusion, the diaspora's desire for lifesaving skills is most concentrated on CPR, first aid for burns and wounds, emergency communication, and psychological first aid. The interest in these skills varies by country, but overall, the diaspora demonstrates a keen awareness of the importance of both physical and psychological preparedness in disaster situations. The data clearly shows a focus on both practical, life-saving skills and communication strategies, as well as an increasing recognition of mental health support in crisis management.



E. KNOWLEDGE AND ATTITUDES TOWARDS DISASTERS

VET EDUCATORS

The analysis of the section on knowledge and attitudes towards disasters provides important insights into the perceived safety, preparedness, and motivation of VET educators across six European countries when it comes to disaster response. The data indicate an overall sense of limited confidence in managing emergency situations, both at the individual and institutional levels, as well as significant variation in motivation to engage in further training.

When asked how safe they feel when responding to a disaster, the majority of respondents rated their confidence as only moderate (54.8%) or low (20.6%). Only a marginal portion — 3.9% — considered themselves to feel “very safe.” Country-level differences are notable: for example, Spain shows relatively higher perceived safety, with 16 out of 28 respondents rating their confidence as “very high” or “high.” In contrast, Ukraine and Iceland display considerably lower levels of perceived safety, with most participants selecting “moderate” or “low.” Ukraine stands out with more than half of its participants (15 out of 29) rating their sense of safety as “low.”

Regarding students’ preparedness for emergencies, perceptions are somewhat more optimistic, but still moderate overall. Only 19.4% of respondents consider their students to be “very well prepared,” while 40% rate them as “highly” prepared. Again, country trends differ: Spain demonstrates the highest level of confidence, with 25 out of 28 respondents stating their students are “very” or “highly” prepared. On the other end of the spectrum, Ukraine and Iceland reflect greater uncertainty or doubt, with a significant portion of responses falling in the “moderate” or “low” range.

Institutional preparedness for emergencies also raises concerns. Only 8.4% of participants consider their institution to be “very well” prepared, while more than half — 54.2% — rate institutional preparedness as merely “moderate.” Notably, Spain and Turkey exhibit somewhat better perceptions of institutional readiness compared to Ukraine, where a considerable number (8 out of 29) marked “low preparedness.”

Perhaps the most critical indicator arises from the question regarding motivation to receive disaster awareness and response training. Here, the data reflect a generally low level of motivation across the sample: only 1.3% selected “very high,” and 8.4% selected “high,” while 83 out of 155 (53.5%) indicated a low level of motivation. Strikingly, in Latvia, Cyprus, and Ukraine, the vast majority of respondents reported “low motivation” (26, 16, and 18 respectively), suggesting possible disengagement or a lack of perceived relevance. Iceland is the exception, showing relatively higher engagement, with 5 respondents selecting “high” and none indicating “low” motivation.

In conclusion, the findings reveal a general lack of confidence and preparedness among educators and institutions in the face of disaster scenarios, as well as limited motivation to pursue additional training. This represents a significant challenge for the integration of disaster education into VET systems. While certain countries, such as Spain, appear to be more proactive and confident, a substantial portion of respondents across other countries express uncertainty about both personal and institutional capacities. These results underscore the urgent need for targeted interventions to improve training frameworks, enhance institutional emergency protocols, and foster a stronger culture of preparedness and engagement among both educators and students.



VET LEARNERS

The data show that there is a widespread perception of having a moderate level of knowledge about potential disasters in one's place of residence. Most participants rated themselves at medium levels when it comes to feeling informed. This can be interpreted as basic awareness of risks, but it also indicates room for improvement in terms of specific training or access to clearer, more accessible information.

Looking at the motivations for participating in disaster preparedness activities, personal reasons such as family protection and general interest in the topic dominate, followed by civic responsibility and, to a lesser extent, academic or work requirements. This range of motivations suggests that training efforts should be broad and flexible, catering to both personal and community-oriented interests. In some countries, such as Turkey, responses show a richer and more frequent combination of these factors, which may be linked to past experiences or a greater availability of formal training in this area.

Regarding household disaster planning, a significant portion of the population has yet to seriously consider this step. However, there is a notable number of people who are becoming more aware or already have a plan in place. In Iceland, for example, a notable percentage of respondents reported having considered a disaster plan, possibly due to more frequent exposure to natural hazards.

As for how well-prepared communities are perceived to be, most responses fall within the moderate range—there's no clear sense of being entirely unprepared, but there's also not full confidence in collective response capabilities. In this regard, Cyprus stands out, where a significant share of people perceive their communities as poorly or not at all prepared, highlighting the potential need to strengthen local organization or institutional communication in emergency contexts.

The findings suggest that while there is general awareness of disaster risks and a positive attitude toward training and planning, there are still gaps in the perception of preparedness at both individual and community levels. Tailoring educational and communication strategies to people's real motivations, alongside strengthening community-level organization, are key elements for building a more resilient society.

DIASPORA

The data reflects a varied level of knowledge and preparedness regarding disasters among respondents, highlighting both a recognition of the importance of disaster preparedness and some gaps in actual readiness. A significant portion of individuals across all regions feels somewhat informed about potential disasters in their area, though there are still many who consider themselves under-informed. The trend indicates that while people acknowledge the importance of disaster awareness, there is still a substantial gap in fully understanding the risks and preparing accordingly.

When it comes to motivations for participating in disaster preparedness training, personal and family protection is by far the most common reason for seeking knowledge and skills. This shows that the primary driver for disaster preparedness is personal safety and the well-being of loved ones. Alongside this, many individuals are motivated by a sense of civic and community responsibility, indicating that people not only care about their own safety but also the safety of those around them. Previous disaster experience is also a significant factor in motivating individuals to engage in training, with people who have been directly affected by past events showing a heightened awareness of the need for preparedness.

Despite this, the actual implementation of disaster plans at the household level is somewhat inconsistent. While a large proportion of respondents from some regions have considered or developed disaster plans for their homes, others show little engagement with this critical step. This disparity



highlights a gap between theoretical knowledge or concern and the practical application of preparedness measures. It is clear that while individuals are generally aware of the importance of being prepared, many have not taken concrete steps to ensure their homes and families are ready for a potential disaster.

In terms of community preparedness, most individuals believe that their communities are somewhat prepared, but there is a significant portion that feels their communities are not adequately ready to respond to a disaster. This suggests a general sense of unease about the collective preparedness within communities, despite personal efforts to be ready.

F. SOURCES OF INFORMATION

VET EDUCATORS

The analysis of the "Sources of Information" section reveals a complex landscape in which disaster preparedness awareness is unevenly pursued and depends heavily on national contexts, personal initiative, and preferred channels of communication.

Firstly, when asked whether they actively seek information on disaster awareness, only 16.8% of respondents across all countries answered affirmatively. The distribution of this proactive behavior is strikingly unequal. In Spain, 71% of participants reported actively looking for such information, whereas in Cyprus, Iceland, and Ukraine, the overwhelming majority (96–100%) reported that they do not seek out information. These figures suggest that while some countries may foster a stronger culture of personal responsibility or awareness regarding disaster preparedness, in others, there appears to be a more passive or indifferent attitude toward self-initiated learning in this domain.

Regarding the sources from which people obtain disaster preparedness information, the responses were notably diverse and fragmented. Some participants selected traditional media like TV or radio, while others relied on government websites, humanitarian organisations, or social media. Notably, Spain leaned towards traditional channels, such as TV/radio and humanitarian organizations, with several combinations involving family and friends as well. In Latvia and Cyprus, a more institutional mix was visible, with many selecting government websites and humanitarian organizations like the Red Cross. Meanwhile, Iceland demonstrated an atypical concentration, with most participants (15 out of 25) citing TV/radio news and social media in combination — suggesting a more media-centered approach. Ukraine, interestingly, showed more scattered and inconsistent selections, though humanitarian organisations and traditional media also had some presence.

Another important dimension is the type of educational resources that participants found most useful for learning about disaster preparedness. Overall, there was a clear preference for interactive and practical approaches. A total of 47 participants selected formats that included simulations and hands-on exercises, often in combination with educational videos or webinars/seminars. For example, Spain and Turkey showed strong preferences for combinations of videos, simulations, and webinars, while Ukraine had several responses indicating the usefulness of mobile applications combined with printed manuals and practical exercises. Iceland, by contrast, overwhelmingly favored educational videos alone, with 24 out of 25 respondents selecting this as their main preference — suggesting a reliance on visual, possibly asynchronous content delivery.

Despite the variation in source preferences, some common trends emerge. There is low engagement in actively seeking information, particularly in Eastern European countries, paired with a stronger preference for experiential, visual, and multimedia learning formats. Government and humanitarian organisations play a secondary role to mass media and online platforms in many countries, though they remain important, especially in countries with more institutionalised emergency systems.



In conclusion, the findings reflect a fragmented and inconsistent information landscape across Europe, in which many VET educators rely on passive or incidental exposure to disaster information rather than proactively seeking it. The reliance on diverse media sources and the emphasis on practical training tools underscore the need for a more coherent, accessible, and engaging strategy for disseminating disaster preparedness information, tailored to national habits and digital behaviors. Encouraging proactive information-seeking and embedding disaster education within formal training frameworks could significantly enhance awareness and readiness in the VET sector.

VET LEARNERS

The analysis of data regarding sources of information about disaster preparedness reveals varied approaches and preferences across different diaspora groups. The data shows that a significant number of individuals actively seek information about disaster preparedness, with Spain, Turkey, and Iceland demonstrating the highest levels of engagement in disaster-related knowledge acquisition. Spain, in particular, stands out with the largest number of people seeking information, which may suggest an established awareness and a proactive approach towards disaster preparedness in this region. On the other hand, countries like Cyprus show lower engagement, which could indicate either a lack of awareness or less perceived necessity for disaster preparedness information.

Regarding the specific sources of information, social networks emerge as a prominent medium for gathering disaster preparedness information, particularly in Spain and Turkey. These platforms play a central role in disseminating timely and relevant disaster-related updates, potentially offering a more accessible and immediate source of knowledge. However, it is important to note that humanitarian organizations (such as the Red Cross and local NGOs) are also considered important sources of information, particularly in Turkey, which shows high levels of engagement with such organizations. These organizations are trusted by the diaspora communities and provide authoritative guidance on disaster preparedness and response.

Interestingly, family and friends are another key source of disaster preparedness information. This suggests that personal networks play a crucial role in spreading awareness and potentially providing support during times of crisis. This source of information seems to be most significant in Spain and Latvia, where respondents are likely to rely on close-knit communities for advice.

When it comes to reliable sources, respondents overwhelmingly trust government websites and humanitarian organizations (such as the Red Cross and local humanitarian aid organizations) for disaster preparedness information. These sources are viewed as credible and authoritative, especially in Spain and Turkey. The role of news on TV and radio also contributes to shaping public understanding of disaster preparedness, with these traditional media outlets complementing the digital and social media avenues in providing widespread information.

One notable trend is the increasing reliance on social media as a trusted platform for disaster-related updates. This is particularly evident in Spain and Iceland, where respondents often turn to social media for real-time information during emergencies. However, there is a need for caution, as misinformation on social media platforms can easily spread. This emphasizes the importance of promoting media literacy and helping individuals discern reliable sources of information.

The data highlights that while many diaspora communities are actively seeking disaster preparedness information, their preferred sources vary depending on their location. Social networks, humanitarian organizations, and government websites are considered the most reliable and frequently accessed sources, with family and friends also playing a pivotal role. These findings suggest that providing targeted and accessible disaster preparedness information through trusted platforms—especially social media, news outlets, and humanitarian organizations—can significantly enhance public awareness and



readiness. Additionally, addressing misinformation, especially on digital platforms, is crucial to ensuring that these communities are receiving accurate and helpful information during times of crisis.

DIASPORA

The analysis of the "Sources of Information" section reveals a complex landscape where disaster preparedness awareness is pursued unevenly, heavily depending on national contexts, personal initiative, and preferred communication channels.

Firstly, when asked if they actively seek information about disaster preparedness, only 73.4% of respondents (187 out of 254) answered affirmatively. This number reflects active information-seeking behavior, but the distribution varies across countries. In Spain, 71% of participants reported actively searching for such information, reflecting a higher level of commitment to disaster preparedness. In contrast, Latvia and Cyprus had much lower percentages, with only 24% and 26% of respondents respectively seeking out this information. These figures suggest that some countries, like Spain, foster a stronger culture of personal responsibility and awareness about disaster preparedness, while others, like Latvia and Cyprus, exhibit a more passive or indifferent attitude toward self-initiated learning in this area.

When it comes to the sources people use to obtain disaster preparedness information, responses were notably diverse. Some participants relied on traditional media like TV or radio, while others turned to government websites, humanitarian organizations, or social media. Specifically, in Turkey, the use of social media was prominent, with 87 people mentioning these platforms. In Spain, although social media played a role, participants leaned more towards humanitarian organizations and traditional communication channels like TV and radio. In Latvia and Cyprus, institutional sources like government websites and humanitarian organizations were more commonly selected, while in Iceland, there was a notable reliance on social media and traditional media.

An important aspect is the perceived reliability of the information sources. Humanitarian organizations were widely regarded as the most reliable, followed by government websites and TV/radio. However, the significant presence of social media as a reliable source suggests a growing dependence on digital platforms, reflecting a shift toward more accessible and fast-consumption information channels, especially in countries like Turkey.

Despite the variation in source preferences, some common trends clearly emerge. TV, radio, and social media stand out as the primary sources of information, while humanitarian organizations remain trusted, albeit secondary, sources. This pattern indicates that traditional communication sources, along with digital platforms, are the most frequently used by diaspora members, although active information-seeking remains relatively low, with a clear preference for passively receiving information through mass media.

In terms of educational resource formats, participants show a clear preference for interactive and practical approaches. For instance, Turkey showed a strong inclination toward combining videos, simulations, and webinars, while Iceland overwhelmingly favored educational videos as their main learning tool. This reflects a trend toward visual and multimedia learning, with a focus on asynchronous content delivery.

In conclusion, the findings reveal a fragmented and inconsistent information landscape regarding disaster preparedness within the diaspora, where most individuals seem to rely on passive exposure to information rather than actively seeking it. Digital platforms and traditional media continue to be key sources, while humanitarian organizations and government websites play secondary but still important roles. This underscores the need for a more coherent, accessible, and engaging strategy for disseminating



disaster preparedness information, tailored to national habits and the digital behaviors of diaspora members.

Encouraging active information-seeking and integrating disaster education into formal training frameworks could significantly improve awareness and preparedness in this sector, optimizing the use of the most effective learning channels and tools.

G. EXPOSURE TO MISINFORMATION AND MYTH

The section on Exposure to Misinformation and Myth highlights the complexity of disaster preparedness communication across European VET systems, pointing to a delicate balance between trust in information and the persistence of misinformation within educational environments.

VET EDUCATORS

In terms of trust in the information received about disaster preparedness, the overall picture is cautiously optimistic but far from absolute. Only 25.8% of respondents expressed complete trust in the information they receive, while a larger portion — 60% — reported moderate trust. This suggests that while a majority do not fully doubt the reliability of information, they also do not place unconditional confidence in it. Differences between countries are revealing: Ukraine stands out, with 17 out of 29 participants (58.6%) declaring complete trust, indicating a high level of confidence in disaster communication in that national context. Similarly, Iceland shows relatively high complete trust (28%), followed by Turkey (40%). In contrast, Spain, Latvia, and Cyprus show lower levels of complete trust and more moderate or slight trust, reflecting potential skepticism or a more critical stance toward available information.

When participants were asked whether they had encountered misinformation about disaster preparedness in their teaching experience, the responses reflected a significant presence of incorrect or misleading content. Across all countries, 45.8% reported having encountered misinformation, while 29.7% were not sure, and only 24.5% explicitly denied such experiences. Latvia reported the highest rate of misinformation encounters, with 22 out of 28 respondents (78.6%) affirming this, followed by Cyprus and Ukraine, where over half of the participants acknowledged the presence of misinformation in their professional experience. These findings raise concerns about the quality control mechanisms of educational content and the need for verified, up-to-date resources in the VET context.

Interestingly, Iceland presents a unique case: while 48% of participants reported having encountered misinformation, none selected “not sure” — indicating a clearer sense of discernment between reliable and unreliable content. Spain, on the other hand, showed a more ambivalent profile, with the majority of respondents (57%) stating they were not sure if they had encountered misinformation, suggesting a potential lack of training in identifying myths or inaccurate narratives, or simply a lack of exposure to rigorous content verification practices.

These results point to a pressing issue: although a majority of VET professionals feel moderately confident in the information they receive, a substantial proportion have also experienced or suspect the presence of misinformation in educational settings. This coexistence of moderate trust and exposure to erroneous content suggests a fragile ecosystem of knowledge, where the line between fact and myth is not always clear.

In conclusion, there is a clear need for systematic efforts to enhance media literacy, promote critical thinking, and ensure access to validated disaster preparedness materials. Integrating these efforts into teacher training and curriculum development would serve to reduce uncertainty, increase trust, and build a more resilient educational framework against the spread of misinformation.



LEARNERS

The data indicates that misinformation about disaster preparedness is perceived as a widespread issue. A majority of participants across all countries agree that such misinformation exists, and many report having directly encountered it. However, confidence in identifying misinformation varies, with most respondents positioning themselves in the middle of the scale, showing moderate confidence but also highlighting uncertainty.

In Spain, most participants believe that misinformation exists, although fewer reported having encountered it. Their confidence in identifying false information is moderate, with most responses falling in the middle of the scale. In Turkey, the perception and experience of misinformation are particularly high, and although many feel exposed to it, there is also a relatively higher level of confidence in recognizing it. Latvian respondents also largely agreed on the existence and experience of misinformation, yet their confidence in identifying it remains cautious. In Cyprus, most participants acknowledged misinformation and claimed to have encountered it, but confidence in identifying it was lower, with a significant share at the lowest or second-lowest levels. Finally, Icelandic respondents reported lower exposure and less certainty in identifying misinformation, despite acknowledging its presence.

In conclusion, while misinformation is a recognized concern across all countries, there is a clear gap between perceiving or encountering it and feeling confident in identifying it. This suggests a need for better education and resources to help people critically assess the information they receive about disaster preparedness.

DIASPORA

The analysis of exposure to misinformation regarding disaster preparedness reveals a significant presence of both perceived and encountered misinformation across different regions. The majority of respondents feel that there is misinformation about disaster preparedness, with the highest frequency of responses coming from respondents in regions Spain, Latvia and Iceland. This indicates that people are generally aware of the spread of inaccurate or misleading information, which could potentially affect their readiness and response during emergencies.

Regarding personal experiences with encountering misinformation, a large number of individuals report having come across misleading information related to disaster preparedness. This is particularly evident in Latvia and Iceland, where a considerable portion of respondents have encountered misinformation. This highlights the ongoing challenge in combating incorrect or harmful narratives about disaster preparedness, which can lead to confusion and a lack of proper action in critical situations.

When asked about their confidence in identifying misinformation, there is a varied response. While some individuals express a high level of confidence in being able to spot misinformation, a significant portion still feels uncertain or not confident at all. This suggests that although some people are equipped to recognize misinformation, many still struggle with discerning fact from fiction when it comes to disaster preparedness. This lack of confidence may stem from the complexity of disaster-related information or the prevalence of conflicting narratives that are difficult to navigate.

Overall, the data underscores the widespread concern regarding misinformation about disaster preparedness and the challenges individuals face in distinguishing accurate information from myths or misleading content. While awareness of the problem is high, many respondents have encountered such misinformation, and confidence in identifying it remains mixed. Addressing this issue may require more effective communication strategies and education efforts aimed at improving disaster preparedness literacy and ensuring that individuals can confidently assess the reliability of the information they



encounter. This would ultimately enhance community readiness and resilience in the face of potential disasters.

SUMMARY - FIELD RESEARCH

This field research reveals a diverse yet concerning landscape regarding disaster preparedness within the Vocational Education and Training (VET) sector across Europe. While there is growing awareness of the importance of acquiring essential life-saving skills—such as first aid, evacuation procedures, and emergency communication—this awareness does not consistently translate into concrete action or structured training. Significant disparities between countries in terms of resources, motivation, and perceived preparedness have resulted in uneven levels of resilience across educational systems and communities.

Although educators widely acknowledge the relevance of disaster preparedness, they often report low confidence in their own ability to respond to emergencies and show limited motivation to pursue further training. Learners and diaspora communities, by contrast, demonstrate strong interest in gaining such skills but face challenges related to access, training quality, and contextual relevance. Compounding these issues is the widespread presence of misinformation, paired with limited capacity to identify and counter it effectively.

Given these findings, there is an urgent need to implement coordinated, context-sensitive strategies that prioritize continuous teacher training, curricular integration of emergency response skills, and the development of accessible, reliable, and engaging educational resources. Strengthening formal and informal information channels and addressing digital literacy gaps are also crucial steps. Only through such targeted efforts can the VET sector become a true driver of resilience and preparedness in the face of growing global risks and crises.

VET EDUCATORS

The analysis of the data collected in this study on the perception, preparedness, and training needs related to disaster awareness and response in Vocational Education and Training (VET) across various European countries reveals a heterogeneous reality, yet with shared concerns and clear areas for improvement. The report highlights a growing awareness among educators regarding the need to integrate life-saving skills and emergency management content into educational curricula, although actual implementation and institutional readiness show significant shortcomings.

Firstly, the recognition of the importance of including life-saving skills is almost unanimous. Most participants consider competencies such as first aid, evacuation, and fire extinguisher use to be highly relevant, reflecting a strong awareness among educators about the practical and transversal value of these skills. However, this awareness does not always correspond with the level of personal safety they report feeling in disaster situations: only a small percentage (3.9%) feel very safe, while the vast majority report moderate or low levels of safety. This reveals a significant gap between theoretical awareness and effective practical training.

The perception of students' and institutions' preparedness to respond to emergencies also reflects significant disparities. Although one third of educators positively assess their students' preparedness, the majority rate it as merely moderate or even low. Even more concerning is the institutional perspective: only 8.3% believe their school is very well prepared to face an emergency, which casts doubt on the existence of clear protocols, regular drills, or adequate infrastructure.



Another alarming finding is the low motivation shown by educators to receive specific training in this area: over half report low levels of motivation, and only 1.3% declare very high motivation. Countries like Latvia, Cyprus, and Ukraine stand out for especially low motivation, which may be linked to workload, lack of institutional incentives, or limited access to appealing and contextualized training opportunities.

Regarding sources of information and learning resources, although the majority of educators (83%) report seeking information about disasters, the channels they use are highly varied and often lack institutional endorsement. Social media, television, friends, and government websites are the most commonly cited sources, but few mention the systematic use of structured educational materials or accredited training. The most valued resources for learning about these topics are practical exercises, simulations, and educational videos, although the use of mobile apps or printed materials remains limited. This suggests a need to modernize and diversify the formats of available training materials.

Lastly, the study reveals a concerning coexistence of moderate trust in received information with high exposure to misinformation or myths in educational settings. While only 1.3% declare they do not trust the information at all, just 25.8% fully trust it. Moreover, nearly half of the educators report having encountered misinformation in their teaching experience, with particularly high instances in Latvia, Ukraine, and Cyprus. This situation undermines not only the quality of education but also the safety of future generations when facing emergencies.

Overall, the report shows that there is a favorable foundation for advancing the integration of disaster awareness in Vocational Education and Training, supported by both educators and students. However, urgent action is needed to improve actual preparedness levels, enhance teacher motivation through engaging pedagogical strategies, and ensure access to reliable, up-to-date, and practical content. Continuous training, the creation of cross-country exchange networks, and investment in innovative and accessible resources must become key pillars of a coherent European educational strategy for disaster preparedness.

VET LEARNERS

Throughout the information analyzed, interesting patterns emerge regarding the knowledge, attitudes, and perceptions of the learners about disaster preparedness, sources of information, and exposure to misinformation across different countries. Overall, learners demonstrate an increasing awareness of the importance of disaster preparedness, although there are significant variations between countries in terms of perceptions about community readiness, confidence in information sources, and levels of exposure to misinformation.

Firstly, the availability of information about disaster preparedness varies, with the most common sources being family and friends, media (TV/radio), and humanitarian organizations such as the Red Cross. However, the confidence in the accuracy of information varies by country, suggesting that education and training on disaster preparedness should be a priority for all nations.

On the other hand, exposure to misinformation about disaster preparedness seems to be a significant challenge, particularly in countries like Turkey, where learners are more aware of misinformation but also show greater confidence in identifying it. In contrast, in countries like Iceland and Cyprus, uncertainty in identifying misinformation is more pronounced, indicating that these countries may need to improve educational tools for detecting and addressing false information.

Personal preparedness and family protection also emerge as key motivations for participating in disaster preparedness training. However, it is evident that not all learners feel fully prepared, emphasizing the need for greater investment in awareness and training programs that reach all sectors of society.



In summary, while learners from these countries show growing awareness of the importance of being prepared for disasters, there is still a significant gap in terms of reliable information, practical training, and confidence in identifying misinformation. To improve global disaster preparedness, it is crucial to promote more equitable access to trusted sources of information, encourage continuous education on disasters, and work on reducing misinformation at the community level. In this way, societies will be better equipped to respond more effectively to future crises.

DIASPORA

The analysis of the diaspora data provides valuable insights into the preparedness and attitudes of individuals from various countries towards disaster management. Key findings reveal a strong interest in acquiring lifesaving skills such as CPR, emergency communication, first aid for burns and wounds, and psychological first aid. Among these, CPR and emergency communication skills are in highest demand across most regions. This suggests that while there is a clear awareness of the importance of being prepared, there is still a need for more structured training opportunities to equip individuals with these essential skills.

When looking at knowledge and attitudes towards disasters, many respondents feel well-informed about the potential risks in their areas, especially those in Spain, Latvia, and Iceland. However, this sense of awareness is not always matched by a strong belief in their community's preparedness for disasters. Responses show a significant variation in confidence regarding community readiness, pointing to a need for better collective action and planning at the community level, particularly in countries like Turkey and Cyprus.

Motivations for participating in disaster preparedness training were also examined, with a notable emphasis on personal and family protection, as well as a sense of civic and community responsibility. This reflects an increasing recognition of the need for both individual and collective resilience in the face of potential disasters. People appear to be motivated not just by personal safety, but also by the desire to contribute to the safety and well-being of their communities.

Exposure to misinformation and myths about disaster preparedness was identified as a significant concern. A large number of respondents indicated that they had encountered misleading information about disaster preparedness. While many reported confidence in their ability to identify misinformation, it remains clear that there is a gap in ensuring accurate and consistent communication on disaster preparedness. This highlights the importance of providing reliable, clear, and fact-based information to combat myths and misconceptions.

In conclusion, while there is a strong desire among the diaspora, particularly in Spain, Turkey, Latvia, Cyprus, Ukraine, and Iceland, to be better prepared for disasters, several barriers still exist. These include the need for more accessible and comprehensive training programs, increased confidence in identifying misinformation, and stronger community preparedness. Addressing these issues through targeted education, awareness campaigns, and community-level collaboration could significantly enhance the overall resilience of these diaspora communities in the face of future disasters.



3RD PART – FOCUS GROUPS

After completing desk research and surveys in six participating countries — Spain, Cyprus, Latvia, Iceland, Türkiye, and Ukraine — the project partners organised a series of national focus groups. These sessions engaged the three main target groups: VET educators, VET learners, and diaspora/migrant representatives.

The focus groups served two essential purposes. First, they allowed partners to validate the findings of the Mapping Report on Disaster Awareness and Life-Saving Skills. Second, they provided an opportunity to understand the real needs, expectations, and challenges faced by the target groups regarding disaster preparedness and training. The input gathered during these sessions will directly inform the development of the WP3 Curriculum, ensuring the training content is relevant, inclusive, and applicable across different national and cultural contexts.

During the focus group sessions, partners presented key project materials to guide the discussion. This included:

- The draft *Mapping Report on Disaster Awareness and Life-Saving Skills*, used for validation and feedback,
- A dedicated Focus Group presentation prepared by the project coordinator,
- An overview of WP2 content, and
- The project's Facebook page was shown to introduce the project and encourage participants to follow updates.

SECTION 8. PARTICIPANT INFORMATION AND RECRUITMENT PROCESS

Focus groups were conducted in all six partner countries — Latvia, Cyprus, Iceland, Spain, Türkiye, and Ukraine — involving representatives from all three target groups: VET educators, VET learners, and diaspora/migrant communities. While most focus groups were online, Türkiye and Iceland organised in-person sessions.

A total of 57 participants were involved across all countries:

- VET Educators: 22
- VET Learners: 28
- Diaspora/Migrant Representatives: 17
(Some participants represented more than one category, especially in Türkiye.)

Participants were primarily recruited through previous engagement with the project — particularly through survey respondents who had indicated interest in further activities. Additionally, partners used personal, institutional, and professional networks to invite individuals suitable for the focus group discussions. In several cases, participants were contacted directly via email, phone calls, text messages, or messaging apps. In Türkiye, recruitment also involved outreach through the Directorate of Migration Management and local WhatsApp groups, as well as in-person invitations to volunteers and trainers associated with AFAD.

The most common challenge across countries was scheduling — finding a time that suited participants from different backgrounds and availability proved difficult in nearly all cases. Language



barriers were noted in Cyprus and Iceland, particularly for migrant participants with limited English or national language skills. Ukraine experienced last-minute cancellations, which reduced the initially planned group size. In Türkiye, many survey respondents had not provided contact information, and many invitations went unanswered, complicating attendance planning. Despite these minor obstacles, all partners successfully conducted their focus groups.

SECTION 9. ANALYSIS OF FOCUS GROUP QUESTIONNAIRE ANSWERS

FEEDBACK ON THE MAPPING REPORT

Participants across all partner countries rated the *Mapping Report on Disaster Awareness and Life-Saving Skills* as a valuable and informative resource. The overall feedback reflects high satisfaction levels regarding its structure, relevance, and clarity, with consistent agreement that the report served as a strong foundation for understanding current practices and informing future curriculum development.

USEFULNESS OF THE REPORT

The Mapping Report received consistently high usefulness ratings in all six countries. Average scores ranged from 4.5 to 5 out of 5.

- In Latvia, all participants rated the report either 4 or 5, highlighting its informative nature and usefulness in identifying gaps in disaster education.
- Cyprus participants scored usefulness at 4.8 on average, praising its clarity, practical relevance, and well-organized structure.
- In Spain, 80% of participants gave the maximum score, with comments underlining its applicability to both theoretical and practical disaster training contexts.
- Türkiye participants rated its relevance at 4.8 and clarity at 4.6, with feedback describing the report as “well-considered” and professionally structured.
- Ukraine participants rated the report highly (avg. 4.5), finding it insightful and comprehensive — a valuable baseline for further development.
- Iceland participants also described the report as “very useful”, especially for raising awareness among immigrant communities.

KNOWLEDGE IMPROVEMENT

Across all countries, participants reported notable improvements in their understanding of disaster preparedness, civil protection structures, and education gaps.

- In Cyprus, the average rating for knowledge improvement was 4.8, with participants stating the session significantly deepened their understanding of disaster response.
- Latvian participants emphasized that the report provided new insights, especially on existing structural gaps in education.
- In Spain, 60% of participants reported marked improvement in their knowledge, and 20% gave the highest rating.
- Ukraine participants reported learning especially in relation to VET’s role in disaster awareness and civil safety frameworks.



- In Iceland and Türkiye, participants expressed that the report contributed to improved understanding, although in Türkiye some noted a need for simpler language for full comprehension.

UNDERSTANDING DIFFERENCES IN CIVIL SAFETY SYSTEMS

Participants found the comparative analysis of civil safety systems across countries particularly valuable, with most rating this section highly (avg. scores between 4 and 5).

- Spain participants clearly recognized the diversity in national approaches, with 60% stating differences were “very evident.”
- In Latvia, participants valued the overview of international practices and how they helped identify both strengths and improvement areas.
- Ukraine considered the mapping of national systems to be “eye-opening.”
- In Cyprus, no confusion was reported in interpreting these differences, which suggests that the report’s structure supported effective understanding.
- Iceland participants, however, reported minimal perceived differences in civil safety systems, possibly due to limited baseline knowledge or more centralized local governance.

RELEVANCE OF MISINFORMATION AWARENESS

Across all countries, there was strong agreement that addressing misinformation is critical in disaster awareness and response training. This section was often rated among the most important elements of the report.

- In Latvia, all five participants gave the highest score (5), stating that misinformation poses a serious risk during emergencies.
- Spain participants unanimously agreed on the importance of tackling misinformation, reinforcing that its inclusion is essential in disaster education.
- Ukraine emphasized the societal need to train communities to identify reliable information sources, especially during crisis events.
- In Cyprus, suggestions for more real-life examples in this section highlighted a desire for even deeper exploration of misinformation challenges.
- In Türkiye, concerns about confusing terminology and unclear communication underlined the need to address misinformation in culturally tailored ways.
- In Iceland, it was noted that immigrant participants are particularly vulnerable to misinformation due to language barriers and dependence on informal sources such as friends or family.

RECOMMENDATIONS AND EXPECTATIONS FOR THE WP3 CURRICULUM

The focus group responses revealed a clear and consistent set of expectations for the WP3 Disaster Training Curriculum across all six partner countries. Participants emphasized that the curriculum must be practical, visually engaging, and accessible, with content tailored to the diverse needs of VET educators, learners, and diaspora representatives.

CONTENT AND METHODOLOGY



Participants strongly advocated including real-life scenarios, case studies, and hands-on examples. These were essential to help learners connect theory to practice and apply knowledge in real-life situations.

- Latvia, Cyprus, and Spain emphasised integrating everyday scenarios and step-by-step learning methods.
- In Türkiye, suggestions included the use of surprise disaster drills and public service announcements (PSAs) to simulate real emergency contexts.
- Ukraine participants recommended incorporating community-based approaches and peer learning opportunities.

The demand for visual and multimedia content was a recurring theme across all countries. Participants requested the inclusion of images, diagrams, infographics, and videos to enhance both accessibility and learner engagement.

- Spain, Cyprus, and Latvia highlighted the need for visually supported learning, especially for VET learners.
- Türkiye and Ukraine recommended avoiding overly technical language and including simplified visuals.
- Ukraine proposed gamification and storytelling techniques to boost learner motivation and make complex content more digestible.

INCLUSIVITY AND ACCESSIBILITY

Participants called for the curriculum to be inclusive and culturally sensitive, with content adapted to different groups' linguistic and educational needs.

- In Iceland, all participants emphasised the need for materials to be available in multiple languages, especially for immigrants.
- Latvia and Ukraine echoed this, noting that simplified language and translated materials are essential to ensure equal access, particularly for the elderly and migrant learners.
- Cyprus and Türkiye stressed the importance of using clear, jargon-free language for audiences unfamiliar with disaster preparedness terminology.

RECOGNITION AND MOTIVATION

Participants also discussed what motivates engagement in such training programs. Recognition of effort and tangible outcomes were seen as key incentives.

- Latvia and Ukraine participants suggested issuing certificates or micro-credentials, especially important for VET educators looking to demonstrate professional development.
- In Spain, educators appreciated that curriculum content could be aligned with transversal competencies and applied to various teaching subjects.
- Ukraine proposed incorporating mentorship elements into the curriculum to extend support beyond initial training phases.

STRUCTURE AND FORMAT



The curriculum should be modular and flexible, allowing learners to study at their own pace while also offering guided activities.

- Latvia, Spain, and Ukraine advocated for self-paced modules that can be adapted to individual learning needs.
- Türkiye and Cyprus emphasized the importance of interactive facilitation, ensuring learners remain engaged and actively involved throughout the training process.

ADDITIONAL ENGAGEMENT STRATEGIES AND PARTICIPATION MOTIVATORS

In addition to content recommendations, participants from all countries provided suggestions for motivating participation and extending the curriculum's impact beyond formal educational settings. These strategies can help ensure greater inclusion, engagement, and long-term involvement.

TRUSTED OUTREACH CHANNELS

Participants stressed the importance of using familiar, trusted communication platforms to reach and retain target groups.

- In Türkiye, focus group members suggested using radio programs and PSAs to inform and educate the broader community.
- Latvia emphasized the role of social media in keeping audiences informed and connected to the project's progress.
- In Iceland, participants expressed greater confidence in receiving information through government agencies or NGOs, indicating a preference for official and reliable sources.

RECOGNITION AND INCENTIVIZATION

Offering formal recognition for participation was seen as a strong motivator, particularly for professionals and diaspora members looking to gain credibility or expand their skills.

- Latvia, Ukraine, and Spain emphasized the motivational power of certificates, badges, or competence-based credentials.
- These were seen not only as personal milestones but also as career-enhancing tools.

COMMUNITY-BASED LEARNING AND INCLUSION

- Ukraine participants encouraged the creation of peer learning networks and diaspora-local collaboration platforms to strengthen community ties and enhance knowledge exchange.
- Several countries proposed expanding outreach efforts to vulnerable groups, such as migrants or elderly learners, through simplified language and translated resources.

CREATIVE AND YOUTH-ORIENTED APPROACHES

- Ukraine and Spain participants suggested exploring storytelling, gamification, and interactive formats to increase youth engagement and make content more dynamic.
- These methods were seen as effective ways to encourage participation, especially among learners who may find traditional educational formats less appealing.



OVERALL FOCUS GROUP REFLECTIONS

The focus group sessions held across all partner countries were marked by strong engagement, open dialogue, and meaningful contributions from participants representing VET education, learner communities, and diaspora groups. While each country brought its own contextual nuances, several common strengths and a few country-specific insights emerged from the overall reflections.

POSITIVE ATMOSPHERE AND PARTICIPANT ENGAGEMENT

A shared strength across all countries was the positive, inclusive atmosphere that allowed participants to express their views openly.

- In Latvia, participants appreciated the structured session flow — beginning with project-level and national context before moving to comparisons — which helped them better engage with the content.
- Spain also noted high engagement levels, highlighting that open dialogue, clear translations, and accessible facilitation encouraged participation and sparked meaningful discussions.
- In Türkiye and Ukraine, the high number of participants and their active involvement were considered key strengths, with individuals feeling their needs and perspectives were heard and respected.

RELEVANCE AND STRUCTURE OF THE SESSION

Participants across countries consistently valued the topic's relevance and the sessions' logical structure.

- Cyprus reported intense satisfaction with the clear and well-paced delivery of content, while Spanish participants especially appreciated the translated materials, which improved understanding and accessibility.
- Latvia and Ukraine participants found that sharing personal disaster experiences was convenient for connecting with the topic, generating insights into what information would have helped them during real events.

AWARENESS GAPS AND EDUCATIONAL VALUE

For some countries, the focus group functioned not just as a consultation activity but also as a first exposure to structured disaster awareness content.

- In Spain, participants noted a general lack of accessible educational resources on disaster preparedness and recognized the project's importance in filling this gap.
- Ukraine participants reported that the discussion was highly productive, resulting in concrete feedback and suggestions for curriculum development.
- Cyprus and Türkiye highlighted participants' appreciation of the focus on misinformation and misconceptions, which many found surprising and universally relevant.

INCLUSION, COMMUNICATION, AND CULTURAL NUANCE



Several reflections highlighted the importance of inclusive communication strategies and context-sensitive training design.

- In Iceland, the session revealed strong institutional trust in civil protection systems but also pointed out that vulnerable groups—especially recent immigrants and the elderly—may be excluded due to language barriers and a lack of direct outreach. Participants emphasised the need for clear, simple, multilingual messaging and localised tools such as SMS alerts, fridge magnets, and school-based education.
- Türkiye participants recommended tailoring materials to each group's specific characteristics rather than using one-size-fits-all approaches. They also emphasised the value of interactive training formats, suggesting the inclusion of sirens, lights, audiovisuals, and stronger collaboration with public institutions and local media channels.

MOTIVATION AND FUTURE ENGAGEMENT

Across multiple countries, participants expressed interest in staying involved in future project activities.

- In Latvia, participants requested advance notice of at least one month for upcoming activities to allow proper planning.
- VET educators in several countries, including Latvia and Ukraine, reiterated that providing certificates for competence development would be a strong motivator for broader engagement.

SUMMARY – FOCUS GROUP

The national focus groups conducted across the six partner countries — Latvia, Cyprus, Iceland, Spain, Türkiye, and Ukraine — served as a vital qualitative component of the project's research phase. Bringing together VET educators, learners, and diaspora representatives, these sessions validated the findings of the Mapping Report. They provided a rich foundation for developing the WP3 Curriculum on Disaster Awareness and Life-Saving Skills.

57 participants contributed to this process, offering valuable perspectives shaped by national context, cultural realities, and professional experience. Despite logistical and language-related challenges in some countries, all partners succeeded in creating inclusive environments that fostered open dialogue, constructive feedback, and a high level of engagement.

The Mapping Report was consistently rated as highly useful, with participants noting improvements in their understanding of disaster preparedness, civil safety systems, and the dangers of misinformation. These insights confirmed the report's relevance and highlighted areas for deeper exploration, especially communication gaps, community preparedness, and inclusivity.

Expectations for the WP3 Curriculum were clearly articulated: content should be practical, accessible, and adaptable. Participants called for real-life examples, visual learning tools, multilingual resources, and flexible learning pathways. Recognition mechanisms such as certificates were also essential to motivate participation, particularly for VET educators.

Importantly, participants emphasized that disaster education must be both informative and empowering, shifting from awareness to action. Recommendations included incorporating community-based learning, gamification, public service messaging, and partnerships with trusted institutions. These



strategies reflect a shared desire not only to inform individuals but also to build resilient, prepared, and connected communities.

In conclusion, the focus groups validated the project's early outputs and significantly shaped its future direction. They ensured that the WP3 Curriculum will respond directly to the real needs of those it aims to serve — across sectors, age groups, and cultural contexts.

CONCLUSIONS AND RECOMMENDATIONS

The WP2 Mapping Report offers an extensive and multifaceted examination of disaster awareness and life-saving skills across six partner countries—Latvia, Spain, Türkiye, Iceland, Cyprus, and Ukraine. Drawing from desk research, surveys, and focus groups, the findings indicate clear regional disparities, legislative gaps, and community-specific challenges, particularly affecting VET learners, educators, and diaspora communities. However, the data also reveal substantial opportunities for building resilient, informed, and empowered populations through education, cross-sectoral collaboration, and digital innovation.

Conclusions

1. Fragmented but Promising National Approaches

While some countries (e.g., Türkiye, Latvia and Ukraine) have established integrated disaster education within their VET frameworks, others (such as Cyprus and Iceland) remain in early implementation stages. Spain occupy an intermediary position, showcasing strong grassroots initiatives but requiring better legislative cohesion. The absence of standardized curricula across countries hinders knowledge transfer and cross-border preparedness, leaving learners unequally equipped.

2. Underutilized Potential of VET Systems

VET systems are uniquely positioned to deliver disaster education because of their practical orientation and close ties to communities. Yet, most VET educators report limited formal training in this area. Learners express eagerness to gain lifesaving skills, but lack of structured opportunities curtails their confidence and competence. Greater institutional support and resource allocation are needed to unlock VET's full potential.

3. Pervasive Misinformation and Cultural Myths

All partner countries face challenges from misinformation—ranging from conspiracy theories about climate change to incorrect safety practices during disasters. Social media is the primary vector of such myths, especially among young learners and diaspora groups. Misinformation erodes trust in official channels and creates dangerous behavioral norms during emergencies.

4. Barriers to Diaspora Inclusion

Diaspora populations are often overlooked in national disaster preparedness strategies. Language barriers, digital illiteracy, and mistrust of authorities limit their access to reliable disaster



information. While outreach efforts (e.g., through AFAD and the Turkish Red Crescent) have made headway, systemic inclusion—such as multilingual educational resources and culturally relevant curricula—is still lacking.

5. Focus Group Validation and Community Insight

Focus group findings corroborate the quantitative survey results. Participants emphasized the need for flexibility, interactivity, and cultural sensitivity in disaster education. Preferences skewed towards digital modules, practical simulations, and myth-busting approaches. There is a shared expectation for policy support and institutional commitment to embed disaster preparedness in both formal education and lifelong learning.

Recommendations

1. Design a Modular and Flexible Curriculum

Develop a cross-national disaster education curriculum adaptable to national contexts. This should include core modules on risk awareness, first aid, emergency response, and climate literacy, along with optional modules tailored to specific hazards (e.g., earthquakes in Türkiye, floods in Ukraine). Materials should be interactive, include simulations, and be accessible both online and offline.

2. Strengthen Legislative and Policy Frameworks

Urge national education ministries to align with EU recommendations by mandating the integration of Disaster Risk Reduction (DRR) into vocational training legislation. Clear guidelines should be established on minimum training standards, educator qualifications, and institutional accountability in disaster preparedness.

3. Implement Misinformation Countermeasures

Develop targeted campaigns to debunk myths and spread accurate information through trusted community figures, influencers, and educators. Leverage digital storytelling, gamification, and myth-busting videos on platforms popular among youth. Embed media literacy and critical thinking skills in disaster education modules.

4. Expand Access for Diaspora and Vulnerable Groups

Ensure that all disaster preparedness materials are multilingual, culturally inclusive, and adapted for digital and low-literacy contexts. Invest in diaspora outreach through embassies, diaspora organizations, and migrant-focused NGOs. Offer mobile training units and community workshops to reach digitally excluded groups.

5. Support Educators Through Training and Resources

Develop professional development programs for VET educators, focusing on DRR methodologies, psychological first aid, and inclusion strategies. Create a central repository of teaching materials, lesson plans, and best practices to support knowledge-sharing across partner countries.

6. Foster Cross-Border Collaboration and Standardization

Encourage the creation of a European Disaster Education Network under the Erasmus+ umbrella. This network would facilitate the sharing of curricula, policy briefs, and training methodologies. Consider



piloting a unified EU disaster preparedness certification for VET learners to promote mobility and standardization.

7. Monitor and Evaluate Program Impact

Establish a framework to assess the effectiveness of disaster education interventions. Use feedback loops involving learners, educators, and diaspora representatives to continuously refine curricula. Indicators could include increased disaster literacy, improved emergency response readiness, and heightened participation in community resilience efforts.

This set of conclusions and recommendations positions WP2 as a cornerstone for developing the WP3 curriculum and advancing a unified, inclusive, and practical approach to disaster education in the VET sector. The next phases should aim not only to transfer knowledge but to transform behaviors—empowering individuals and communities to act with confidence in the face of crisis.



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