

# ***EM-CITY TRAINING MODULE FOR YOUNG VOLUNTEERS***

## **MODULE 2. INTRODUCTION AND METHODOLOGY**





*The EMCITY project has been funded with the support of the European Union and the Italian National Agency for Youth within the framework of the Erasmus+ Programme (Grant Agreement N. KA220-YOU-000029084).*

*The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

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## MODULE 2. INTRODUCTION and METHODOLOGY

**Duration of Module:** 1h

**Aim of the Module:** The aim of the module is to provide trainers with a clear understanding of the purpose and structure of the training program. Specifically, this section of the training module introduces trainers to the goals and objectives of the training, the target audience, and the expected outcomes. It also outlines the methodology and approach that will be used to deliver the training, including strategies, activities, and resources that will be utilized.

**Learning Objectives:**

1. understand the purpose and goals of the EM-CITY project, and how the training program fits into that framework.
2. identify the target audience for the training program, including their specific needs and challenges.
3. define the expected outcomes of the training program, including the knowledge, skills, and attitudes that young people should develop.
4. familiarize themselves with the teaching strategies, activities, and resources that will be used to deliver the training program.
5. develop an understanding of the assessment and evaluation methods that will be used to measure the success of the training program.
6. plan and prepare for the delivery of the training program in a way that is engaging, effective, and tailored to the needs of the target audience.

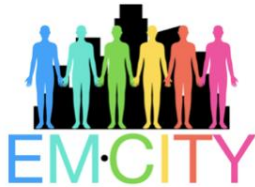
**Learning activities/teaching methods:**

Interactive Presentation
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## 2.1 Introduction of EM-CITY Project

The world is facing an increasing number of natural disasters and emergencies, including earthquakes, floods, hurricanes, volcanic eruptions, epidemics, and wildfires. These events are occurring on larger and more frequent scales, which can make them feel overwhelming. (Madigan, 2018). Emergency cases such as pandemic, earthquake, flood, and hurricane dramatically change people's life and deprive them of the first steps within Maslow's hierarchy of needs, namely physiological needs, which are biological requirements such as air, food, drink, shelter, clothing, warmth, sleep; security needs such as financial and emotional security, law and order, health and wellbeing, social stability, property and freedom from fear (Doherty, 2013). Covid-19 has deeply affected people's life and deprived them of many basic needs. People have unwillingly become obliged to change their daily routines, workplace activities, face-to-face interaction, and interpersonal communication style. Such emergency situations have always necessitated extraordinary remedies to annihilate or at least minimize their negative effects on health, society, economy. In those cases, the organization of people in crisis management becomes a vital issue to reach the people affected. The emergency cases also demand people's compliance with and responsibility on the information and instructions from official authorities to manage the situation and increase the efficacy of the emergency intervention.

However, different emergencies require different approaches to leadership and response. Pandemics, for example, have unique characteristics that require specific strategies and policies. The EM-CITY project recognizes that emergencies occur in a social context and have social consequences. Therefore, it is crucial to provide equal access to services and information for all people, including those from Culturally and Linguistically Diverse (CALD) communities and long-term residents. In this context, young people, who often have advanced digital skills and a strategic position in local areas, can play a key role in building interactive processes and communication channels among different parties involved in emergency management. The most significant strategy regarding the Covid-19 has been social distancing. However, it is important to remain physically separate but socially connected during the pandemic (WHO). Therefore, facilitating cooperation channels between authorities and society becomes a vital issue to increase the effectiveness of emergency situations' management.





Emergency cases also highlight the significance of effective communication means for effective outcomes in the management of emergency situations. It is especially important for culturally and linguistically diverse (CALD) communities) who might have difficulties in communicating with authorities and other segments of the society (DeSouza, 2008; Shearer et al.,2018).From this point forth, EM-CITY aims at creating social cohesion among different groups (CALD and Non-CALD ) to support active citizenship and responsibility-taking during emergencies. Young people’s leadership will ease the process of creating social cohesion among the local communities.

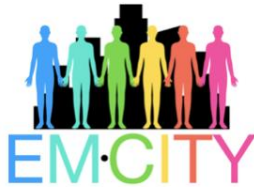
The EM-CITY aims at developing, supporting, and maintaining the common values which promote people to create psychological-sociological interaction and inclusion in the local area.Civic engagement may be a significant tool to maintain the interaction and inclusion of different groups in a local community which is also vital during emergency situations since young people are the dynamic elements of the communities, those more open to respond to new information and carry out the precautions vital for managing the impact of the emergency situations. By the EM-CITY, young people will have moral and intellectual competencies which will motivate them in terms of participation in emergency response activities connected to institutional action.

Young people’s capacity to deal with whole effects of pandemics, from the physical to psychological and sociological effects, can be developed by motivating them for engagement within their communities, creating networks for connecting them to each other, and empowering them to take initiative in accordance with the institutional chain of command to lead their communities at the times of emergency.Considering managing emergency situations is directly related to how people organize their life in accordance with the official instructions and information, young people’s active cooperation and synergy can be a significant factor in the implementation of emergency measures.

Social inclusion constitutes a significant dimension of managing the effects of emergency.It fosters shared values and the principles of diversity, equality, and non-discrimination among the majority and minority.By this means, it confronts social problems such as racism, and discrimination; provides equal opportunity to access informal education and youth activities.

To sum up, the EM-CITY project seeks to promote social cohesion among different groups in local communities during emergency situations. By sensitizing and involving young people, the project aims to facilitate communication and collaboration between stakeholders, ultimately increasing the effectiveness of emergency responses.





The EM-CITY project is designed with a social constructivism approach, and we used an action research methodology during the process.

### 2.1.1 Methods and Approaches Used in EM-CITY

#### Social Constructivism Approach

Social constructivism approach is used as a collaborative tool to build common goals, strategies, and vision to promote a learning process that involves all stakeholders in an active role. Social constructivism is an educational and theoretical framework that emphasizes the role of social interaction and cultural context in the construction of knowledge. It suggests that individuals actively construct their understanding of the world through their experiences, interactions with others, and the meaning they assign to those experiences.

In the context of training, social constructivism views learning as a social activity that occurs through collaboration, dialogue, and negotiation among learners and their peers. It places importance on the social and cultural factors that shape learning, rather than solely focusing on individual cognitive processes.

#### *Key Concepts of Social Constructivism:*

- **Construction of Knowledge:** According to social constructivism, knowledge is actively constructed by individuals rather than passively received. Learners actively engage with the world around them and make sense of their experiences by integrating new information with their existing understanding.
- **Social Interaction:** Social interaction plays a crucial role in the learning process. Through dialogue, collaboration, and cooperative activities, learners can exchange ideas, perspectives, and knowledge. Interaction with peers, trainers, and other members of the community helps to shape and refine their understanding.
- **Zone of Proximal Development (ZPD):** The concept of the Zone of Proximal Development, proposed by the psychologist Lev Vygotsky, is central to social constructivism. It refers to the difference between a learner's actual developmental level and their potential developmental level with the assistance of others. The ZPD highlights the importance of providing learners with appropriate support and scaffolding to facilitate their learning.
- **Authentic Learning Contexts:** Social constructivism emphasizes the significance of providing authentic and meaningful learning experiences that are situated in real-





world contexts. Learning tasks and activities should relate to learners' lives and allow them to apply their knowledge in practical situations.

- Multiple Perspectives: Social constructivism acknowledges the existence of multiple perspectives and encourages learners to consider diverse viewpoints. Through exposure to different perspectives, learners can develop a more comprehensive and nuanced understanding of the subject matter.

### *Implications for Training/Learning:*

Incorporating social constructivism into teaching practices involves creating opportunities for collaboration, dialogue, and active participation. Teachers take on the role of facilitators, guiding learners through the learning process rather than simply transmitting knowledge. Some strategies that align with social constructivism include:

- Collaborative Learning: Encouraging group work, discussions, and cooperative activities to promote interaction and shared construction of knowledge among learners.
- Scaffolding: Providing support and guidance to learners, particularly in their Zone of Proximal Development, to help them advance their understanding and skills.
- Problem-Based Learning: Presenting learners with authentic, real-world problems or challenges that require them to apply their knowledge and work together to find solutions.
- Reflective Practice: Encouraging learners to reflect on their learning experiences, critically analyze their understanding, and consider alternative viewpoints.
- Community Involvement: Connecting learners with experts, professionals, or community members who can contribute diverse perspectives and enrich the learning process.

Social constructivism has had a significant impact on educational practices and has influenced fields such as instructional design, curriculum development, and teacher training. By emphasizing the social and collaborative aspects of learning, it aims to create an active and engaging learning environment that promotes deep understanding and meaningful knowledge construction.





### Action Research:

Action research is a systematic approach to inquiry that is conducted by practitioners or researchers in real-world settings, with the goal of improving practice or addressing specific issues or problems. It is a cyclical process that involves the following steps:

- **Selecting a Focus:** This step involves identifying a specific area of focus or problem that the researcher wants to investigate or improve. It could be related to teaching strategies, organizational practices, student performance, or any other aspect of professional practice.
- **Clarifying Theories:** In this step, the researcher examines existing theories, concepts, or frameworks that are relevant to the chosen focus area. This helps to establish a theoretical foundation for the research and informs the development of research questions and data collection methods.
- **Identifying Research Questions:** Based on the chosen focus and the theoretical understanding, specific research questions are formulated. These questions guide the data collection process and provide a clear direction for the research.
- **Collecting Data:** This step involves gathering relevant data to answer the research questions. Data collection methods can include observations, interviews, surveys, document analysis, or any other appropriate means of gathering information. The data collected should be reliable, valid, and relevant to the research focus.
- **Analyzing Data:** Once the data is collected, it is analyzed to identify patterns, themes, or relationships. Various qualitative or quantitative analysis techniques can be used depending on the nature of the data and the research questions. The analysis helps to derive meaning from the data and draw conclusions.
- **Reporting Results:** The findings of the research are communicated in a clear and concise manner. This step involves presenting the results to relevant stakeholders, such as colleagues, administrators, or other practitioners. The report should include a description of the research process, the findings, and any recommendations or implications for practice.
- **Taking Informed Action:** This final step involves using the research findings to inform practice and take appropriate actions. The aim is to implement changes or improvements based on the evidence gathered through the research. This step completes the cycle and often leads to new questions or areas of focus, initiating a new iteration of the action research process.







Action research is characterized by its collaborative and participatory nature, as it involves practitioners actively engaging in the research process and using the findings to bring about positive changes in their own professional context. It is an iterative process that encourages reflection, continuous improvement, and a deeper understanding of the complexities of practice.

Thus, our "taking informed action" step is designing the training modules and applying the training.

## 2.2 Introduction of EM-CITY Training

EM-CITY training involves 2 steps:

### 1st step: Training for trainers

The aim of the training is to draw a common baseline for the trainers who will give the training to young people as an interactive bridge within the frame and scope of the EM-CITY project.

Expected impact: Being able to use the non-formal training methods within the frame and scope of the EM-CITY project.

Method of the training: The training for trainers is an online training which the non formal training methods used.

### 2nd step: Training for Young Interactive Bridges

Target Group: Young people between 18-30 from a local area where different communities live together.

Number of the participants: Minimum 25 young people, and 5 observers from civil protection operators/managers. The observers who are CP trainers, CP Managers, and operators; observers will not participate in activities, but they will observe, and give feedback to the trainers about the training.





The aim of the training is to train young people from non- CALD and CALD communities as "interactive bridges" between these communities, civil protection operators, local authorities in the local area; and in case of an emergency they will be the emergency volunteers to provide communication between these communities, civil protection organizations and authorities to implement the emergency requirements in an effective way.

Expected Impact: With training modules, It is expected to develop the competencies and knowledge of the young people as volunteers in the mixed group communities and we expect that it will contribute to take more efficient, and fast precautions and implement emergency procedures in heterogeneous communities.

Method of the training: Face to face training, 18 hours, which non-formal and informal training methods used.

#### Non formal Training Methods:

Non-formal training methods are diverse and varied, offering flexibility and creativity in the learning process. These methods are designed to engage learners actively, promote participation, and facilitate practical application of knowledge and skills. Here are some commonly used non-formal training methods:

**Workshops and Seminars:** These are interactive sessions led by a facilitator or expert who provides instruction, demonstrations, and hands-on activities related to a specific topic. Workshops and seminars often incorporate group discussions, case studies, role-plays, and exercises to enhance learning and encourage participant engagement.

**Experiential Learning:** This approach emphasizes learning through direct experience and reflection. Activities such as simulations, games, outdoor challenges, and problem-solving exercises are used to encourage active participation, teamwork, and critical thinking. Learners actively engage in tasks that mimic real-world situations, allowing them to apply knowledge and skills in a practical context.

**Group Discussions and Debates:** These methods involve structured discussions where participants share their perspectives, exchange ideas, and critically analyze different





viewpoints. Group discussions and debates promote active learning, communication skills, and the exploration of diverse opinions.

**Case Studies:** Case studies present real or hypothetical scenarios that require learners to analyze and propose solutions based on their knowledge and expertise. Participants examine the situation, identify key issues, and discuss possible approaches, enabling them to develop problem-solving skills and apply theoretical concepts to real-life situations.

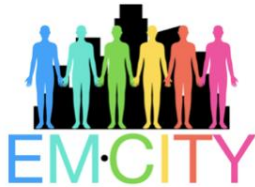
**Role-Plays and Simulations:** Role-plays involve participants assuming specific roles and engaging in simulated scenarios or interactions. This method allows learners to explore different perspectives, practice decision-making, develop empathy, and enhance their communication and interpersonal skills.

**Project-Based Learning:** This approach involves learners working on a project or task that requires them to plan, research, collaborate, and present their findings or outcomes. Project-based learning promotes hands-on experience, critical thinking, and problem-solving abilities, while also encouraging creativity and self-directed learning.

**e-Learning and Online Platforms:** With advancements in technology, non-formal training methods have expanded to include online platforms, webinars, and interactive learning modules. These platforms provide flexibility in terms of time, location, and pacing of learning. Online discussions, quizzes, multimedia resources, and interactive exercises are often incorporated to enhance engagement and facilitate self-paced learning.

It is important to note that the selection of non-formal training methods should consider the learning objectives, participant needs, and the nature of the subject matter. A combination of these methods can be employed to create an engaging and effective learning experience that caters to diverse learning styles and preferences.





## 2.3 Examples of Activities/Techniques to be Used During the Introduction of EM-CITY Training Session

### Activity 2.1 Interactive Presentation

**Aim of the activity/technique:** The aim of the interactive presentation is to introduce the participants to the key concepts and objectives of the EM-CITY training session in an engaging and interactive manner. It allows participants to actively participate, ask questions, and interact with the presenter.

**Duration:** 10-15 minutes

#### Preparation/Materials/Equipment:

- Presentation slides or visual aids (if desired)
- Projector or screen (if using slides)
- Microphone (if needed)
- Handouts or worksheets (optional)

#### Outcomes of the activity:

##### Knowledge:

- Participants acquire a clear understanding of the purpose, objectives, and content of the EM-CITY training session.
- Participants gain knowledge about the key concepts, tools, or techniques that will be covered during the training session.

##### Skills:

- Participants develop active listening skills by engaging in the interactive presentation and paying attention to the information being shared.
- Participants practice critical thinking skills by reflecting on the relevance and potential application of the EM-CITY training session to their roles or interests.
- Participants enhance their communication skills by actively participating in discussions, asking questions, and expressing their thoughts or expectations.

##### Attitude:

- Participants feel engaged and involved in the learning process right from the beginning, fostering a positive attitude towards the training session.





- Participants develop a sense of collaboration and open communication as their questions and concerns are addressed, creating a supportive learning environment.

### Instructions/Suggestions:

1. Begin by welcoming the participants and briefly introducing yourself and your role in conducting the EM-CITY training session.
2. State the objectives of the training session and explain its relevance to the participants' roles or interests.
3. Use visually appealing presentation slides or other visual aids to present key information about EM-CITY. Ensure the slides are concise, easy to read, and visually engaging.
4. Encourage active participation by asking questions throughout the presentation. This can be done by posing questions directly to the audience or using interactive features of the presentation software, if available.
5. Provide opportunities for participants to share their thoughts, experiences, or expectations related to the training session. This can be done through brief discussions, small group activities, or by using interactive polling tools, if available.
6. Address any questions or concerns raised by participants, providing clear and concise answers. If you don't have an immediate answer, assure them that their questions will be addressed during the session or offer to follow up with them later.
7. Summarize the key points covered in the interactive presentation and highlight the upcoming activities or topics to be discussed in the EM-CITY training session.
8. Conclude the interactive presentation by expressing your enthusiasm for the session and your willingness to support participants throughout their learning journey.

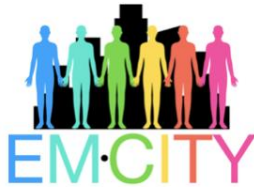
### 2.4 Useful links and resources

The web site of the project could be useful to find more information about the EM-CITY project, consortium, activities and results (outputs/outcomes) of the project.

<http://www.emcityeu.net/>

The following guidelines could be useful for understanding the concept of CALD communities and emergency management:





<https://knowledge.aidr.org.au/media/1969/manual-44-guidelines-for-emergency-management-in-cald-communities.pdf>

<https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030>

Mitchell, L. (2003). Guidelines for emergency managers working with culturally and linguistically diverse communities. Australian Journal of Emergency Management, The, 18(1), 13-18. <https://search.informit.org/doi/abs/10.3316/INFORMIT.376944415766551>

The following articles could be useful for seeing the results of the scientific studies conducted under the risk management and CALD communities frame:

Ogie, R., Castilla Rho, J., Clarke, R. J., & Moore, A. (2018, October). Disaster risk communication in culturally and linguistically diverse communities: the role of technology. In Proceedings (Vol. 2, No. 19, p. 1256). MDPI. <https://www.mdpi.com/2504-3900/2/19/1256>

Chandonnet, A. (2021). Emergency resilience in culturally and linguistically diverse communities: challenges and opportunities. <https://apo.org.au/node/315281>

The following web platform could be useful to have more information on non formal training methods, tools and also for joining non formal training organized under Erasmus+ program:

<https://www.salto-youth.net/tools/toolbox/>

