Please read before filling in the impact questionnaire:

-The filled-out impact questionnaire is one of the mandatory deliverables for all projects according to section 10 of the call document of the Prevention and Preparedness Projects on Civil Protection and Marine Pollution (UCPM-2022-PP) call for proposals.

-The purpose of the impact questionnaire is to assess the achievement of the common project indicators throughout the project's lifespan. You are expected to provide both the target values for the different common project indicators, as outlined in the project proposal initially submitted, and the actual values achieved. In addition, please explain the methodology used to measure the achieved values.

-Please do not hesitate, if needed, to adapt the common project indicators to match those in your project proposal. This may involve modifying the text, adding new indicators if included in the project proposal, and making other necessary adjustments.

-Please upload and submit the filled-out impact questionnaire in Sygma, by the date indicated as the deadline of this deliverable.

-IMPACT QUESTIONNAIRE- UCPM-2022-PP - Prevention and Preparedness projects				
Common Project Indicator	**Description**	**Target value**	**Achieved value**	**Methodology followed**
1. Share (%) of stakeholders considering they developed better prevention practices and/or tools as a result of their participation in the project	Share of individuals (= project staff, members of Civil Protection and other authorities and/or organisations) that contributed to delivering the project's results, who consider having increased their organisation's capacity following their direct cooperation in the project. The achieved value will be measured through an impact survey by the end of the project's implementation.	90%	More than 97%	Poll over the internet. A brief report is provided in ANNEX A
2. Number of UCPM countries that benefit from a newly developed or updated early warning system, risk assessment or forecasting tool as a result of the project	The number of eligible countries that use/have adopted the new or improved tool. The eligible countries are Member States, Participating States, IPA beneficiary countries not participating in the UCPM and European Neighbourhood countries.	2	2	Greece & Türkiye have been benefited directly. More in ANNEX A brief report.
3. Number of citizens covered by a new or updated early warning system, risk assessment or forecasting tool developed in the framework of the project	Number of individuals/inhabitants that the new or improved tool reaches (the size of the population in the geographic area that benefits from better protection due to the tool / the number of individuals that can receive an alert).	15.000	More than 15.000	Estimated number for Greece only: up to 167.000. More in ANNEX A
4. Number of people trained in disaster risk management activities in the framework of the project	Number of individuals who participated in the project, and whose attendance can be verified.	100	More than 350	Lists of participants. More in ANNEX A
5. Number of people reached by communication activities (articles, posts, social media, web activities) on prevention and preparedness in the context of the project	Number of individuals (by unique count) viewing publications, media posts, newsletters, etc. Unique count = multiple visits by a single individual to any single measure (e.g. website, newsletter) are counted only once.	5.000	More than 100.000	Presentations in schools, conferences, TV, newspapers, web announcements. More in ANNEX A.

6. Other				

Funded by the European Union

EReS EARTHQUAKE RESILIENT SCHOOLS

European Commission

Earthquake Resilient Schools – EReS

Management and Coordination

Deliverable No: D1.3 Filled out Impact Questionnaire

WP1: Project coordination and management

DELIVERABLE COORDINATED BY:

DIETHNES PANEPISTIMIO ELLADOS (IHU)

INVOLVED PARTNERS:

GEBZE TEKNIK UNIVERSITESI (GTU)

ICISLERI BAKANLIGI AFET VE ACIL DURUM YONETIMI BASKANLIGI (AFAD)

ORGANISMOS ANTISEISMIKOU SXEDIASMOU KAI PROSTASIAS (OASP EPPO EARTHQUAKE PLANNING AND PROTECTION ORGANIZATION) (ITSAK/EPPO)

PROJECT DETAILS

	EUROPEAN COMMISSION Directorate-General for European Civil Protection and Humanitarian Aid Operations (ECHO) ECHO.B – Disaster Preparedness and Prevention B.2 – Prevention and Disaster Risk Management
Project No	101101206
Project Name	Earthquake Resilient Schools
Project Acronym	EReS
Call	UCPM-2022-PP
Topic	UCPM-2022-PP
Type of action	UCPM Project Grants
Granting authority	European Commission-EU
Lead Partner	DIETHNES PANEPISTIMIO ELLADOS (IHU)
Total Budget	923.784,50 Euro (€)
Grant Amount	785.215,92 Euro (€)
Time Frame: Start Date – End Date	01/03/2023 – 30/04/2025
Project Coordinator	Papatheodorou K. (IHU)

DELIVERABLE CONTRIBUTORS

IHU: Papatheodorou K., Kirtas Em., Ntouros K., Kazakis P., Gakos. P.

GTU: Zülfikar C., Tuğsal Ü.M.

AFAD: Nurlu M., Kuterdem K, Sezer S., Türkoğlu M., Tekin B.M., Aksel D., Köksal T.S., Özsaraç V.

ITSAK/EPPO: Theodoulidis N., Kourou A., Margaris B., Konstantinidou K.

RECORD OF REVISIONS

Release	Date	Description of Change
v.01	10.04.2025	First version of the document
v.02	21.04.2025	Second version of the document
v.03	22.04.2025	Third version of the document

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LIST OF FIGURES

1 BACKGROUND OF THE DOCUMENT

1.1 RELATED WORKPACKAGE AND TASKS

This report is related to the compulsory deliverable, related to the common project indicators for the EReS project, as they are reported at the IMPACT QUESTIONNAIRE (UCPM-2022-PP – Prevention and Preparedness Projects).

1.2 SCOPE AND OBJECTIVES

Scope of this document is to deliver the necessary justification including the methodology used, to measure or estimate (as per case) the Common Project Indicators (CPI) reported in Deliverable D1.3.

1.3 EXECUTIVE SUMMARY

As part of the evaluation activities for the EReS project, an online survey was developed to measure its impact on key stakeholders in Türkiye and Greece. The survey, available in English, Greek, and Turkish via Google Forms, was promoted through the project website and direct communication channels such as email and phone. Despite the challenges posed by overlapping religious holidays (Ramadan and Easter), the survey achieved a strong response, with over 270 participants, from Alexandroupolis and Canakkale Workshops.

The majority of respondents (75%) came from the school community, while 15% were from civil protection and municipal authorities, and 10% were research and scientific staff. Survey findings show that 77% of respondents actively participated in EReS workshops, and 97% agreed that the project significantly raised awareness of seismic risks within schools. Regarding the project's outputs, 72% considered all outputs important while the rest considered specific parts as mostly important, and more than 90% reported improvements in both their personal and institutional operational capacities.

Importantly, nearly 99% of participants expressed strong support for continuing EU-funded projects aimed at enhancing earthquake resilience in school communities.

These results confirm that the EReS project had a substantial positive impact on both individuals and institutions, and they highlight the strong need for ongoing investment in similar initiatives.

2 IMPLEMENTED TASKS / ACTIVITIES FOR PREPARING D1.3

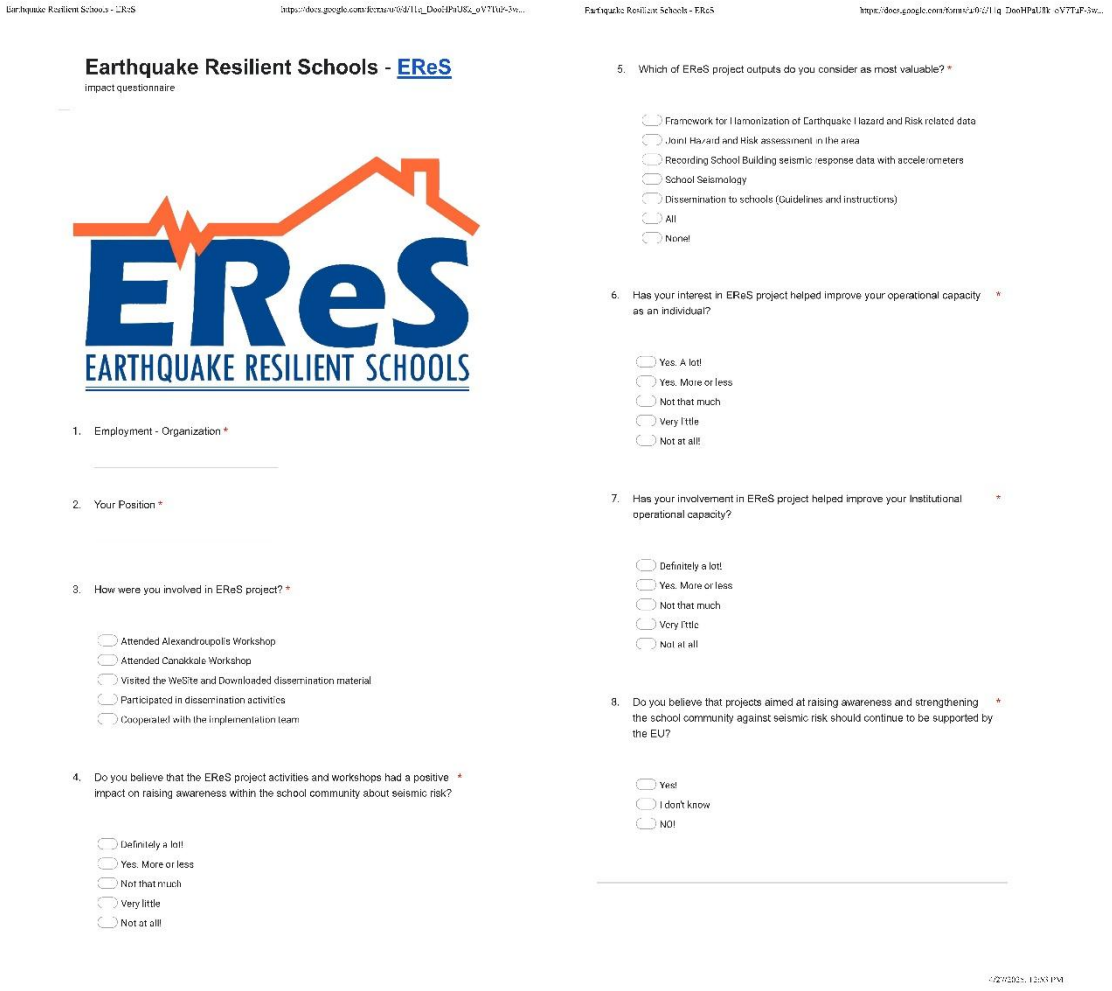
To measure the reported achieved values" of the common project indicators a series of activities have been implemented and various parameters have been considered.

2.1 SHARE (%) OF STAKEHOLDERS CONSIDERING THEY DEVELOPED BETTER PREVENTION PRACTICES AND/OR TOOLS AS A RESULT OF THEIR PARTICIPATION IN THE PROJECT.

To obtain an accurate measure of the project's impact on stakeholders, an online survey was designed and implemented. Participants of events organized in Türkiye and Greece (e.g., school presentations, workshops) were informed accordingly. Despite the survey being launched after the events - during an extended period of religious holidays (Ramadan in Türkiye and Easter in Greece) - a very large number of workshop participants responded.

The questionnaire, created using Google Forms in English, Greek, and Turkish, was posted on the project website (WebSite (https://eres-eu-project.topogeo.ihu.gr/?page_id=618)) under the "NEWS" section (https://eres-eu-project.topogeo.ihu.gr/?p=781). Participants could select their preferred language. Stakeholders were contacted via email and phone to maximize outreach.

Figure 1. Link to the EReS "impact" questionnaire form.



Earthquake Resilient Schools - EReS

impact questionnaire

EREeS
EARTHQUAKE RESILIENT SCHOOLS

1. Employment - Organization *

2. Your Position *

3. How were you involved in EReS project? *

- Attended Alexandroupoli's Workshop
- Attended Canakkale Workshop
- Visited the WeSite and Downloaded dissemination material
- Participated in dissemination activities
- Cooperated with the implementation team

4. Do you believe that the EReS project activities and workshops had a positive impact on raising awareness within the school community about seismic risk? *

- Definitely a lot!
- Yes. More or less
- Not that much
- Very little
- Not at all!

5. Which of EReS project outputs do you consider as most valuable? *

- Framework for Harmonization of Earthquake Hazard and Risk related data
- Joint Hazard and Risk assessment in the area
- Recording School Building seismic response data with accelerometers
- School Seismology
- Dissemination to schools (Guidelines and instructions)
- All
- None!

6. Has your interest in EReS project helped improve your operational capacity as an individual? *

- Yes. A lot!
- Yes. More or less
- Not that much
- Very little
- Not at all!

7. Has your involvement in EReS project helped improve your institutional operational capacity? *

- Definitely a lot!
- Yes. More or less
- Not that much
- Very little
- Not at all

8. Do you believe that projects aimed at raising awareness and strengthening the school community against seismic risk should continue to be supported by the EU? *

- Yes!
- I don't know
- NO!

Figure 2. Questions and potential answers included in the EReS project impact qu pact questionnaire.

The questionnaire contained eight questions, each offering five or more response options. More than 100 participants from both countries completed the survey, with 82 out of 90 attendees from the Alexandroupolis Workshop responding. Approximately 75% of respondents were from the school community (school directors, deputy directors, teachers), 15% from civil protection and municipal technical staff, and 10% from the research and scientific community.

In response to the first question, "How were you involved in the EReS project?", 77% reported active participation in workshops, 10% collaborated during the educational and training phases, and another ~10% engaged in dissemination activities (Figure 3).

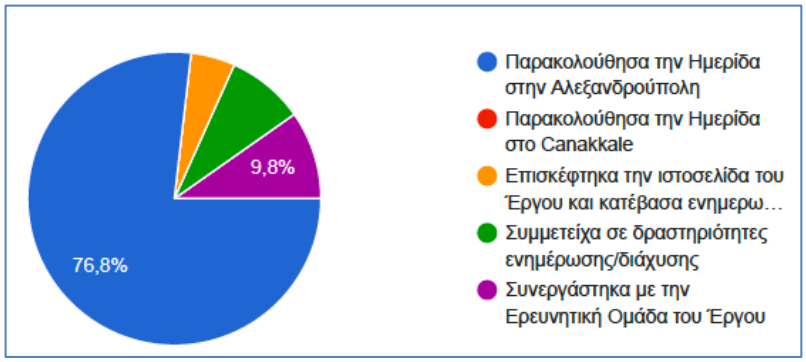


Figure 3. Statistical outputs from the submitted answers to the question "How were you involved in EReS project".

When asked whether the EReS activities positively impacted seismic risk awareness within the school community, 97% confirmed they did, with 59.8% responding "Definitely a lot" (Figure 4).

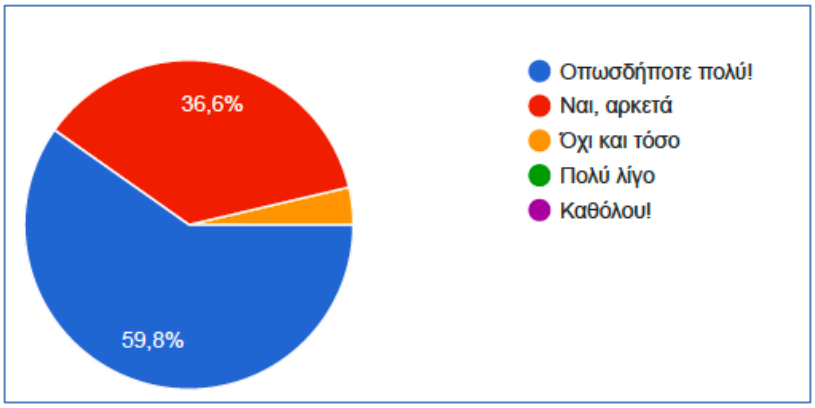


Figure 4. Statistical outputs from the submitted answers to the question "Do you believe that the EReS project activities and workshops had a positive impact on raising awareness within the school community about seismic risk?".

Regarding the most valuable project outputs, 72% considered all outputs equally important; 12% prioritized dissemination activities, and 10% emphasized the importance of school seismic safety checks (Figure 5).

Figure 5. Statistical outputs from the submitted answers to the question "Which of EReS project outputs do you consider as most valuable?".

Over 90% reported that their personal operational capacity had been significantly improved thanks to the EReS project (Figure 6), and similarly, 90% stated that their institution's operational capacity had improved substantially (Figure 7).

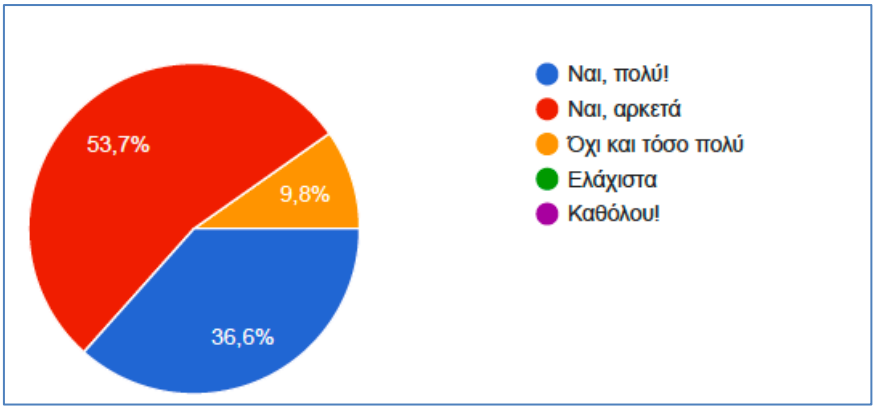


Figure 6. Statistical outputs from the submitted answers to the question "Has your interest in EReS project helped improve your operational capacity as an individual?"

In response to the question "Has your involvement in the EReS project helped improve your institution's operational capacity?", the majority of respondents (90%) indicated that their institution's capacity was strengthened "very much" to "a lot" as a result of the project. Approximately 10% expressed a need for further improvement, as reflected in the survey results.

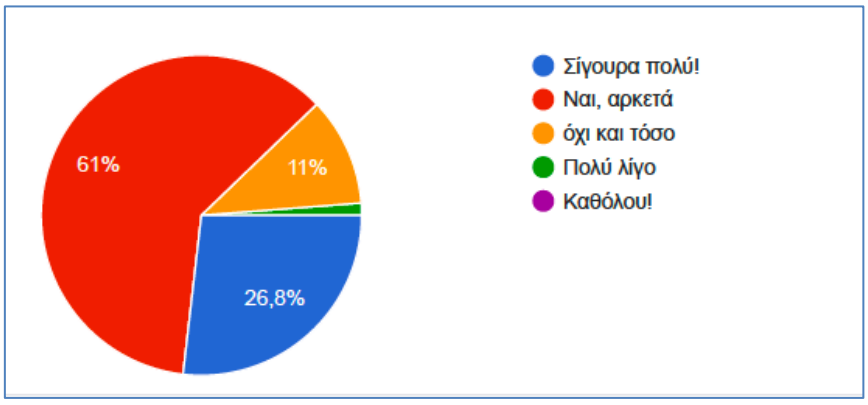


Figure 7. Statistical outputs from the submitted answers to the question "Has your involvement in EReS project helped improve your Institutional operational capacity?"

Finally, almost 99% of respondents agreed that EU-supported projects to raise awareness and strengthen school communities against seismic risk should continue, highlighting the high perceived value of such initiatives (Figure 8):

Figure 8. Statistical outputs from the submitted answers to the question "Do you believe that projects aimed at raising awareness and strengthening the school community against seismic risk should continue to be supported by the EU?"

2.2 CONCLUSIONS

The survey results clearly demonstrate that the EReS project achieved significant impact among its key stakeholders, particularly within the school community and civil protection sector. The very high participation rate and overwhelmingly positive feedback confirm that the project's activities successfully raised seismic risk awareness, strengthened both individual and institutional capacities, and fostered greater resilience. Stakeholders expressed strong support for the continuation of similar EU-funded initiatives, emphasizing the critical importance of maintaining and expanding earthquake preparedness efforts, particularly within educational environments.

3 NUMBER OF UCPM COUNTRIES THAT BENEFIT FROM A NEWLY DEVELOPED OR UPDATED EARLY WARNING SYSTEM, RISK ASSESSMENT OR FORECASTING TOOL AS A RESULT OF THE PROJECT

The Rapid Earthquake Damage Assessment System (REDAS) was successfully improved and implemented across the Cross-Border Area (CBA) of both countries. Its capabilities were significantly enhanced through the integration of real-time data from 40 low-cost accelerometers (LCAs) strategically installed in school buildings within four pilot cities.

In Greece, 10 LCAs were deployed in Alexandroupolis and another 10 in Samos, while in Türkiye, 10 LCAs were installed in Çanakkale and 10 in İzmir.

This real-time monitoring network not only improved the accuracy of REDAS outputs but also strengthened its ability to provide immediate post-

earthquake damage assessments, supporting faster and more effective emergency response.

As already presented in previous paragraphs EReS project results had a substantial positive impact on both individuals and institutions in both countries, and they also provide insights for future actions (like the strong need for ongoing investment in similar initiatives).

It is therefore evident that the project implementation had a positive impact in both countries. Moreover, project outputs made a positive impression on competent Institutions at different countries, leading to newly established cooperation for expansion and multiplication of project results over joint efforts to seek funding resources, thus also ensuring sustainability of EReS results.

4 NUMBER OF CITIZENS COVERED BY A NEW OR UPDATED EARLY WARNING SYSTEM, RISK ASSESSMENT OR FORECASTING TOOL DEVELOPED IN THE FRAMEWORK OF THE PROJECT

According to the 2021 census in Greece, the Prefecture of Evros has a population of approximately 135,000 residents. Its capital, Alexandroupolis — one of the pilot sites of the EReS project — accounts for around 70,000 inhabitants. The second pilot site, Samos Island, has a population of about 32,000. At the same time, almost 140.000 people live in Çanakkale and the surrounding area.

Additionally to dissemination and awareness raising actions, the Rapid Earthquake Damage Assessment System (REDAS), supported by data from the Low-Cost Accelerometers (LCAs) installed in these areas only, is capable of effectively serving both pilot sites. Consequently, the number of citizens covered by the REDAS tool is safely estimated to around 300.000 a number exceeding by far the initial target value of 15.000 people.

5 NUMBER OF PEOPLE TRAINED IN DISASTER RISK MANAGEMENT ACTIVITIES IN THE FRAMEWORK OF THE PROJECT

As previously reported, 172 teachers were trained in School Seismology and emergency response at the Alexandroupolis pilot site alone, along with more than 20 teachers at schools in the Samos pilot site.

Additionally, in selected schools in Thessaloniki (see Dissemination Activities of EReS), ITSAK/EPPO organized earthquake drills and awareness seminars.

At the same time, 178 civil protection personnel, authorized administrators, disaster and emergency management students were trained in the Çanakkale workshop alone and a far larger number of teacher and school pupils have been provided awareness seminars (school seismology and more) by AFAD in Türkiye.

Therefore, it can be safely estimated that well over 300 individuals were trained in earthquake disaster management activities during the course of the project.

6 NUMBER OF PEOPLE REACHED BY COMMUNICATION ACTIVITIES (ARTICLES, POSTS, SOCIAL MEDIA, WEB ACTIVITIES) ON PREVENTION AND PREPAREDNESS IN THE CONTEXT OF THE PROJECT

Beyond the direct training of teachers and pupils, the broader impact of awareness activities organized in Alexandroupolis, Samos, and Çanakkale reached a much wider audience. Through workshops, lectures, TV interviews news posts (newspapers and digital news media), social media (Facer book-likes, Linkedln-impressions etc) and community engagement, it is estimated that the project positively influenced the awareness and preparedness of more than 5,000 people overall.

As an example, both workshops have been covered by Regional and National TV channels and News agencies in Greece and Türkiye (Anadolu Agency, Ihlas agency etc – proof has been provided in D.5.2 & D5.3)

Twitter Owner	Like	To View
Afad Presendecy	207	60000
AFAD Çanakkale Branch Office	16	1247
Dr. Murat Nurlu 😃	10	911
Çanakkale Govermental	10	981
Çanakkale Education Department	6	230
Çanakkale 18 Mart University	4	1000

Figure 9. Indicative response LinkedIn posts made by AFAD and Regional Authorities regarding EReS activities.