



**Culture and disaster risk management -
Stakeholder attitudes during Stakeholder Assembly
in Lisbon, Portugal.**

Appleby-Arnold, Sandra & Brockdorff, Noellie

Department of Cognitive Science, University of Malta, Msida, Malta

September 2018



CARISMAND

Culture And RiSk management in Man-made And Natural Disasters (G.A. 653748).

The project was co-funded by the European Commission within the Horizon2020 Programme (2014 – 2020).

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

The views expressed in this report are the sole responsibility of the authors
and do not necessarily reflect the views of the European Union.

Correspondence about this report should be addressed to:

Noellie Brockdorff, Department of Cognitive Science, University of Malta, Msida, MSD2080, Malta.

noellie.brockdorff@um.edu.mt

1. Introduction

This report provides a summary of the topics discussed and the results of the third CARISMAND Stakeholder Assembly conducted in Lisbon, Portugal on 27-28 February 2018. In order to promote cross-sectional knowledge transfer and gather a variety of attitudes and perceptions, as in the first and second CARISMAND Stakeholder Assemblies held in Romania and Italy in the previous years, the audience consisted of a wide range of practitioners who are typically involved in disaster management, e.g., civil protection, the emergency services, paramedics, nurses, environmental protection, Red Cross, firefighters, military, and the police. Further, these practitioners were from several regions in Portugal, including the island of Madeira. The 40 participants¹ were recruited via invitations sent to various Portuguese organisations and institutions, and via direct contacts of the Civil Protection Department in Lisbon which is one of the partners in the CARISMAND consortium.

The event consisted of a mix of presentations and discussion groups to combine dissemination with information gathering (for the detailed schedule/programme see Appendix 1). Furthermore, this third Stakeholder Assembly was organised and specifically designed to discuss and collect feedback on a comprehensive set of recommendations for disaster practitioners, which will form one of the core elements of the CARISMAND Work Package 9 ‘Toolkit’. These **recommendations, which have all been formulated on the basis of Work Packages 2-10 results**, were structured in four, main “sets”:

1. Approaches to ethnicity in disaster management;
2. Culturally aware disaster-related training activities;
3. Cultural factors in disaster communication, with the sub-sets:
 - a. Cultural values and emotions; (cross-)cultural symbols; “physical” aides and methods;
 - b. Involvement of cultural leaders; involvement of specific groups; usage of social media and mobile phone apps; and
4. Improving trust, improving disaster management.

In an initial general assembly, the event started with presentations of the CARISMAND project and its main goals and concepts, including the concept of culture adopted by CARISMAND, and the planned CARISMAND Toolkit architecture and functionalities. These were followed by a detailed presentation of the first of the abovementioned sets of recommendations for practitioners. Then, participants of the Stakeholder Assembly were split into small groups² in separate breakout rooms, where they discussed and provided feedback to the presented recommendations. Over the course of the 2-day event, this procedure was followed for all four sets of recommendations.

To follow the cyclical design of CARISMAND events, and wherever meaningful and possible, the respective Toolkit recommendations for practitioners provided also the basis for a respective

¹Overall 40 practitioners participated in the event. This somewhat reduced number of participants was due to several work-related last minute cancelations, as Portugal was hit by storm Emma. The cyclone affected Iberia, Great Britain and Ireland on its track.

²The composition of the working groups changed over the course of the Assembly to ensure that each topic was assessed from various sides and new ideas could be brought up.

“shadow” recommendation for citizens³ which will be discussed accordingly in the last round of CARISMAND Citizen Summits (Citizen Summit 5 in Lisbon, and Citizen Summit 6 in Utrecht) in 2018.

The location of the Third Stakeholder Assembly was selected to make use of the extensive local professional network of the Civil Protection Department in Lisbon, but also due to Portugal being a traditional “melting pot” where, over more than a millennium, people from different cultural backgrounds and local/ethnic origins (in particular Africa, South America, and Europe) have lived both alongside and together.

All documents related to the Working Groups, i.e. discussion guidelines and consent forms, were translated into Portuguese. Accordingly, all presentations, as well as the group discussions were held in Portuguese⁴, aiming to avoid any language/education-related access restrictions, and allowing participating practitioners to respond intuitively and discuss freely in their native language. For this purpose, simultaneous interpreters and professional local moderators were contracted via a local market research agency (EquaçãoLógica⁵), which also provided the basic data analysis of all Working Group discussions and an independent qualitative evaluation of all recommendations presented in the event.

The results of this analysis and evaluation will demonstrate that most recommendations were seen by the participating practitioners to be relevant and useful. In particular, those recommendations related to the use of cultural symbols and the potential of mobile phone apps and/or social media were perceived as stimulating and thought-provoking. Some recommendations were felt to be less relevant in the specific Portuguese context, but accepted as useful in other locations; a very small number was perceived to be better addressed to policy makers rather than practitioners. These and all other suggestions for improvement of the presented CARISMAND Toolkit recommendations for practitioners have been taken up and will be outlined in the final chapter of this report.

³For example, a recommendation for practitioners outlines the importance of organising disaster scenario exercises which involve citizens from different cultural backgrounds, whereas the “shadow” recommendation for citizens calls for citizens getting involved and participate in such events, and encourage friends, colleagues and/or acquaintances from other cultural backgrounds to do the same.

⁴ Or in English with simultaneous translation into Portuguese.

⁵<https://www.equacaologica.com/>

2. Methodology

Participants for the Third Stakeholder Assembly were recruited by the Portuguese CARISMAND partner through personal contacts and recommendations, and with the logistical and organisational support of the CARISMAND dissemination team. Following the welcome and introductory presentations of the CARISMAND project, the CARISMAND Toolkit, and the different sets of recommendations, the participants were divided into six smaller groups where they discussed the topics outlined in each Working Group (for detailed discussion guidelines see Appendix 2).

The consistency of each Working Group was designed specifically to ensure that the participants reflected different professional backgrounds, were from different departments and organisations and, if possible, that they were from different regions across Portugal. Following the participants' completion of the consent forms, all group discussions were audio-recorded; all recordings were fully transcribed to conduct a comprehensive qualitative data analysis.

In a first step, this data analysis followed the structure of the different discussion guidelines, i.e. general feedback, favourable reactions, practical cases where the recommendations may already have been applied, unfavourable reactions, barriers, and suggestions for improvement. These structured results were, then, coded for practitioners' acceptance, perceived usefulness and relevance. Based on the frequency of these specific findings, the following "rating system" was established:

++	All or almost all participants in all groups agreed and found the respective recommendation to be very relevant and useful for their practice.
+	A majority of participants in most groups agreed upon the respective recommendation's usefulness, with some participants considering it to be difficult to implement.
+/-	The recommendation was discussed controversially, i.e. some of the participants perceived it as useful, whereas others felt that it would not be applicable in the Portuguese context (but supposed that it may be useful in other countries).
-	A majority of participants perceived the recommendation as not useful or practicable, e.g. due to the lack of human or financial resources, or because it was seen to be a recommendation for policy makers rather than for practitioners.

In two cases (both related to the set-up of mobile phone apps), the rating "++/-" was assigned, given that these recommendations raised strong interest and the solutions suggested were perceived as very useful; however, their implementation was seen as rather difficult due to a perceived lack of expertise and financial resources.

3. Qualitative Results

3.1. Approaches to ethnicity in disaster management

Generally, the topic of ethnicity was perceived by almost all participants as very relevant, and they agreed that the communication with different ethnical groups requires a differentiated approach. For example, they outlined this specific need for disaster practitioners which are deployed to assist in disaster situations abroad:

“When forces move over to other countries to help those countries that suffer from a disaster, these forces must be made aware of the type of cultures that they will encounter, which might be completely different, in some cases, at the risk of it not being an actual help, but rather a source of confusion.”

“This professional exercise makes all the sense... When the Fire Brigade was mobilised to go to Turkey, they had no clue of the culture and of the body language. Those gestures that we make here [in Portugal], and we think are quite natural, they are not that natural, especially in the most remote areas of Turkey where the earthquake actually happened. More and more we need that type of knowledge.”

However, the integration of ethnicity-related aspects in their daily practice was also discussed as something that may not be very useful in the immediate response phase, because, as some practitioners outlined, *“if we are in the midst of a disaster, most likely there will be no time for this kind of approach. Afterwards, and during the prevention stage, yes, then it would be important, but at the point of first intervention I think it is difficult to have these capabilities.”* On the contrary, others felt that the role of ethnicities should also be considered during the disaster response phase, and that this would require a lot of training for practitioners to learn and internalise different behaviours.

Again, others expressed their opinion that Portuguese people, due to Portugal’s historical background and presence all over the world, are already quite open to cultural diversity, and are used to a way of communicating that is more attentive to the needs of others and, thus, different ethnical groups are more integrated than elsewhere:

“We are probably quite privileged when talking about these matters, because we have the African experience. Perhaps what the Americans are doing abroad in Afghanistan, we started doing it in the 60’s, in our overseas schools. For this reason, we are getting on so well with other countries’ armed forces, and everybody was staring at us when the GNR [Portuguese National Guard] arrived in Iraq and was able to integrate themselves in their society. We have been doing that for 500 years, since the discoveries period.”

To summarise, the recommendations in this discussion group session were well accepted, and whilst some participants felt that their usefulness was limited to the prevention, preparedness, and

recovery phases, and any formal implementation may require intense training efforts, they also recognised that *“ethnicity here maybe doesn’t have that much relevance, but perhaps in another country it does.”* Additionally, they felt that this topic should not only be limited to ethnic groups, but there is a wide variety of cultural groups, which requires adapted communication styles:

“As far as the ethnic issue goes, I think we are not prepared [trained to be able] to talk to the local fishing communities. It is not the same to talk to the fishermen from Peniche, or to talk to those from Caxinas, from the Algarve, from Nazaré. It is not an ethnic dimension, it is more of a cultural dimension: They have different beliefs, different social and risk behaviours, different hierarchies among them. All of that contributes to a greater or lesser communication effectiveness.”

This statement underlines the importance of the CARISMAND approach to culture which is inclusive of, but also goes beyond ethnicities and socio-demographic factors.

3.1.1 Specific communication styles for specific ethnic groups

In this first section, the following individual recommendations for implementation were discussed, and evaluated:

	Toolkit recommendations set 1 Specific communication styles for specific ethnic groups	Stakeholder Evaluation
A	<p>African population groups:</p> <ul style="list-style-type: none"> - Expect open and honest communication; - Are acutely sensitive towards mistreatment and inconsideration; - Are less forthcoming in seeking help outside their community; - Disaster practitioners should take into consideration the importance that faith, religion and religious organisations play within the community, and the psycho-social strength derived from it; - Culturally appropriate training should be provided through the use of community-based organisations; - Support mechanisms offered by religious organisations should be used; - The informal support networks established between extended family members, neighbours, co-workers, church members etc. should be used. 	++
B	<p>Arab-American and Arab-European population groups:</p> <ul style="list-style-type: none"> - Use less personal space and physical closeness to interlocutors (unless of different gender); - Foster affiliative behaviour and discourse, cordial and no-hurried relations; - Communications with victims need to adapt to mood, comfort level, setting, pressures and influences surrounding them; - Use word pictures and imagery; 	++

	<ul style="list-style-type: none"> - Use of metaphors, proverbs, sayings, symbolic and poetic language is appreciated in traditional, conservative environments; - Respect for figures of accepted authority, the elderly and the wise; - Respect social status and social divisions. 	
C	<p>Asian-Indian population groups:</p> <ul style="list-style-type: none"> - Provide cultural immersion training before actual interventions; - Communication through family representatives is preferred; - Non-verbal communication, especially through eyes and face, is an important characteristic (what words fail to convey is told through gestures and body movements); - Physical touching is not so common; - When gesturing, make sure to use palms facing down as palms facing up are considered disrespectful; - Avoid giving and receiving objects with left hand (used for cleaning body parts); - Not looking at the addressee is a sign of respect; - Amulets must not to be removed. 	++
D	<p>Chinese-American and Chinese-European population groups:</p> <ul style="list-style-type: none"> - Communicate with the help of acknowledged figures of authority within the community; - Focus messages on community resilience and wellbeing; - Use a restrained tone and talking style; - Use task-orientated communication. 	++

All recommendations for implementation in this sub-set were perceived as very useful, with many participants expressing the perceived need of an even greater differentiation between ethnical groups, e.g., *“the Cape-Verdeans consider themselves as Atlantic, not as Africans. You can’t put them all together under the same concept of African, as you have here”*, or *“our community from former Goa still keeps many traits from the caste system in the relationships between them.”* Others mentioned the inclusion of additional groups, which they felt to be more relevant in their specific local context, e.g., the Roma community in Lisbon. Whilst some participants perceived difficulties in identifying such specific groups, others outlined that, to improve this ability, these different ethnical groups should be involved in disaster training activities and recruited as volunteers – a suggestion which ties in with the recommendations in the subsequent discussion group session regarding culturally aware training.

3.1.2 Other topics related to ethnicity

Under this topic, the following individual recommendations for implementation were discussed, and evaluated:

	Toolkit recommendations set 1 Other topics related to ethnicity	Stakeholder Evaluation
E	To ensure the local peace and respect of the social identity of the disaster victims, include in recovery plans detailed instructions for practitioners and volunteers regarding the need of catering different culinary requirements for different ethnic groups.	+
F	Understanding the role of local identities in the development of discord and violence is an important factor for the prevention of many man-made disasters, e.g., through early detection of radicalisation. Tendencies like the growth of nationalist sentiments, increasing marginalisation or ethnic tensions, which may arise in disaster recovery camps, should be monitored.	+/-

Recommendation E was, to many participants, a suggestion which would not be their first priority in an acute disaster situation, i.e. during first response. However, many of them did recognise it as an important topic in the recovery phase and, despite perceived difficulties regarding logistics, they felt that the effort to cater for different culinary requirements would also address issues of respecting others' identity, fostering trust, and providing encouragement to victims on their path to both physical and mental recovery after a disaster:

"If a cultural framework is very rooted, and if I want to save that person, it is good that I don't put her/him in a confrontational situation with her/his whole identity. If a person is already suffering and I offer him/her pork to eat, it is embarrassing and humiliating for that person, and in the long run it will damage the trust relationship."

"It also makes sense for matters concerned with motivation for mourning. People need to get energy, stimuli. Life has to go on! They lost their home, the city collapsed, and sometimes these little things make a lot of sense."

Additionally, the participants suggested to, instead of limiting this recommendation to culinary requirements, extending it to a more comprehensive set of basic life requirements of different ethnic groups, which should address, e.g., personal hygiene kits, social organisation, medical care and funeral rituals, as these are also subject to cultural identity.

Recommendation F, finally, was seen to be not very relevant in the Portuguese context, due to the lack of major refugee camps. Again, they outlined that different ethnicities were mostly well integrated in Portugal, but conceded that such recommendation could be useful in other countries. However, they also expressed their opinion that the need of such monitoring may be better addressed to security forces than to disaster managers, pointing at the complexity of this task and potential data protection issues.

3.2. Culturally aware disaster-related training activities

Generally, this topic was perceived by the participating practitioners as relevant, with cultural issues being at the core:

“The first objective is this: We want to help citizens keep their self-control and foster individual empowerment in their personal skills. [...] And then we want simulation exercises that help increase the inter-relation with other citizens and with professionals, within the disaster settings. And it is obvious that in this individual thing there are cultural factors, of access to and absorption of knowledge; and in the inter-relation between professionals and the community there are also cultural questions.”

Large-scale training events which include citizens were mentioned most often in all discussion groups and perceived to have the highest impact on improving citizens’ disaster preparedness and capabilities to respond to / recover from disasters. Here the participants felt that, at least in Portugal, drills are only done on a small scale. Generally, they felt that there needs to be done more: *“To teach people, and to test the conditions. Getting feedback from training initiatives. The last time I took part in a drill was at school! If the alarm goes off, I don’t know what to do! And I’m a trained person!”*

Additionally, some discussion groups particularly appreciated the **identification of citizens’ existing skills**. This recommendation was perceived very relevant, because it was seen to represent a basis on which awareness and further skills can be built.

On the other hand, despite the participating practitioners’ generally perceived need to improved disaster preparedness related training together with citizens, there were several comments about **perceived difficulties in implementation**, in particular:

- Participants felt that there are many entities involved in safety and security but, in terms of disaster preparedness-related training activities, they act in isolation and only cooperate when a disaster occurs. Since there is no consistent or standardised approach, they felt that the impact currently generated is fairly low.
- There was a general perception amongst participants that society is not sufficiently sensitive towards safety and security matters; accordingly, they expected difficulties to motivate / activate citizens for participation.
- Whilst the suggested training activities are valued as important, a number of participants felt that “formal” (school-level) education and awareness-raising have to come first.

To summarise, the recommendations in this discussion group session were well accepted, and whilst the participants perceived them as somewhat ambitious, they recognised the need to mobilise and involve citizens more in disaster preparedness activities.

3.2.1 Specific types or methods of training

In this first section, the following individual recommendations for implementation were discussed, and evaluated:

	Toolkit recommendations set 2 Specific types or methods of training	Stakeholder Evaluation
A	Organise large-scale training events, e.g. First Aid and CPR training in sports arenas, to combine skills training with fostering social cohesion amongst citizens from different cultural backgrounds (e.g., but not limited to, different ethnicities, worldviews, or educational backgrounds), and use these events to identify specific cultural needs (e.g., different communication styles).	++
B	Organise community workshops for disaster preparedness where the participants build, or re-build, a collective memory of local disaster risks through the use of historical artefacts and pictures, to encourage citizens via these collective exercises to take up responsibility and action through a shared cultural identity.	+
C	To enhance disaster preparedness in specific cultural groups, e.g. people who are engaged frequently in multi-player online games, employ virtual reality as a training method. This could, e.g., be achieved by cooperating with the designers/developers of multi-player games.	+

Regarding recommendation A, which was highly valued, the participants felt that, beyond mere skills training, such large-scale events would provide *“a way for professional to acquire more knowledge of the interactions between different social groups”* and, therefore, provide training *“in a double sense”*. Additionally, they perceived such events as an opportunity to foster social cohesion. However, they also felt that initiatives would have to come from government authorities in order to ensure that all relevant entities become involved.

Recommendation B, in contrast to large-scale events, was recognised as an opportunity for citizens to learn about disaster preparedness in their *“own space”*, and it was well understood as *“what is in the basis of this proposal is the creation of cultural identities that can then be used at the time of a disaster to unite people, and for them to respond.”* Interestingly, the participants readily identified a number of communities where they would consider such approach:

“The people from Goa have a party this weekend where all the community goes; [...] in Seixal they have that Roma church that controls the entire area of ‘Quinta da Princesa’ – everybody goes to that church; the ladies here in Chelas, they all go swimming, and children swim for free. These neighbourhoods are all well identified. It would be interesting to use those structures.”

Recommendation C was perceived as an opportunity to mobilise groups of the population who are less interested in *“physical”* training initiatives, and they suggested additionally to use gaming to complement disaster response drills at schools to improve interest and involvement.

3.2.2 Organisational / logistics issues

Under this topic, the following individual recommendations for implementation were discussed, and evaluated:

	Toolkit recommendations set 2 Organisational / logistics issues	Stakeholder Evaluation
D	To improve acceptance of educators in disaster awareness and preparedness activities, use the potential of peer education, i.e. engage peers as educators for training of citizens within the same cultural group, with the same social status, the same age group, and/or the same religious or ethnic background.	++
E	Taking into account that cultural training requires specialist knowledge, which may not always be available in all locations of disaster management institutions, develop a (national) culture training resource centre for disasters, where specialised cultural training for practitioners can be conducted centrally, and with specialist trainers who can be deployed for local events across a wider area.	-
F	To ensure that disaster practitioners and volunteers integrate cultural factors in their daily practices, develop and integrate a module on cultural competencies for the respective training programs.	+

Recommendation D was, to many participants, a suggestion which they felt to be the most likely to be implemented and having the strongest impact:

“It is natural and obvious! I had contact with a training initiative in Cape Verde. Our Municipal Police gave training to a policeman that lived in one of the neighbourhoods of Cape Verde, and he is now a national reference. That policeman is now training other police members that live in other neighbourhoods. They involve the Community; the policeman is seen as one of them, and not as an actual policeman.”

Recommendation E, in contrast, was rejected as a task which they felt should be assigned to the government. Additionally, many felt that cultural issues should rather be included in all training activities for professionals, not only on a centralised by rather on a local level. However, others highlighted that a centralised training unit may contribute to developing and ensuring a “common language” amongst disaster professionals when dealing with cultural groups and cultural factors.

Recommendation F was considered as something that can be put into practice, despite some practitioners’ feelings that training on cultural competencies was a somewhat “ambitious” goal in Portuguese disaster management. However, some outlined that in the police forces it is, at least partially, done already.

3.2.3 Aims of culturally aware training

In this final section, the following individual recommendations for implementation were discussed, and evaluated:

	Toolkit recommendations set 2 Aims of culturally aware training	Stakeholder Evaluation
G	Citizens from all cultural (including immigrant) backgrounds should be involved in the planning of emergency and disaster response activities, i.e. before a disaster occurs, to ensure that practitioners learn early about these differences and adapt the guidelines and procedures accordingly.	+
H	Allow citizens to participate in disaster simulation exercises, aiming to strengthen the solidarity and sense of community amongst citizens before a disaster occurs.	+/-
I	Use disaster simulation exercises, in contrast to emergency drills for practitioners only, as an opportunity to increase mutual understanding between practitioners and citizens, as a learning experience for both, and to improve mutual trust.	+/-
J	To help citizens establish self-control and facilitate empowerment in case of a disaster, encourage them in training activities and promotional campaigns to reflect and build upon personal skills they already have that could be useful in a disaster, e.g. technical skills, organising talent or detailed local knowledge.	++

Regarding recommendation G, participants felt that it would be useful and foster social cohesion, although they were rather pessimistic about citizens' willingness and interest to actively contribute. Recommendation H they recognised and appreciated as something that has already been successfully put into practice in other countries. At the same time though they appeared to be reluctant as they felt that, in Portugal, there was already insufficient coordination between the different professional entities, and this should first be solved before involving citizens. Finally, recommendation J was perceived as very relevant, and something that is *"more than training"*.

3.3. Cultural factors in disaster communication

Generally, this topic was perceived by the participating practitioners as very relevant: *"If we think about an emergency situation, I think communication is an essential tool, and it should be conveyed in various forms in order to reach various audiences"*, and most of the suggested recommendations for implementation were seen to be very useful: *"All the recommendations in the presentation we heard make sense for me: the physical aids, the physical contact [...], they are all valuable response*

tools. Some are targeting a niche, but they all converge into reaching out to the highest number of citizens possible. I took lots of notes.”

The following aspects were mentioned most often in all discussion groups and perceived to have the highest impact on improving communication related to disaster preparedness, response, and recovery:

- The **potential of mobile phone apps** in conveying disaster-related information appeared to be a novelty for some participants, and even those who already knew about it considered some of the aspects presented as innovative (e.g., the potential of having a pre-installed “disaster app”):

“If we teamed up with brands to [provide] security advice, they themselves would become partners in this battle, and if we had mobile phones with security advice we would all win.”

“The example of Japan where apps come already pre-installed, if the political power was able to achieve that among us...”

- **Bluetooth**, for its potential usefulness in conveying relevant information locally, was perceived as a very interesting and innovative idea for most, despite some participants arguing that mobile phone users may have Bluetooth, normally, disabled:

“From the morning presentation, the Bluetooth idea is very interesting, and maybe we could do it when people arrive at the airport, and at the port: ‘Grab’ the tourist’s mobile phone to be able to provide the information that he can’t go up the mountain. But I see a difficulty: most people don’t have Bluetooth on in order to save battery.”

“The functionality of Bluetooth seemed very interesting to me [...] Almost nobody turns Bluetooth off. If there is a disaster, and I’m here and there is an automatic transmission of informing that says that the emergency door is on the left - because the Bluetooth knows where I am and can do it - I think it is very precise and useful.”

- Putting more emphasis on **creating and using ‘universal’/transcultural symbols** was something the participants felt to be both necessary and innovative:

“To count on images is very important. In communication, if we have a symbol, that’s enough. But it must be a symbol that everyone recognises.”

“Why do we know the international traffic symbols, and we don’t know the symbols to use in disasters and catastrophes?”

“That question of using symbols valid for all cultures, is one of those basic things that I never thought of but that makes a lot of sense.”

“It is fundamental to standardise all that has to do with general communication within all entities and countries, so that regardless of where I am, it is the same. We see this often only from the locals’ point of view, but we have the migrants, the professionals, the tourists, and everyone can be caught in any type of event.”

- **The role of children on passing on information**

- Whilst not perceived as an innovative idea per se, this topic was recognised by the participants as critical; many brought up the positive example of recycling habits having changed amongst the Portuguese society, which was seen to be very much instigated by children via the information and training they received at school.
- The image of the 'Trojan horse' was highly valued, and the role that children can play in motivating their families.

"Children are fundamental, like in the recycling thing some years ago, and also here [in disaster preparedness]."

"My daughter is now in the 10th grade, and only now is she talking about protection in case of earthquakes and similar events [...] She is already 15 years old! This has to be much earlier."

"I have a daughter in primary school, and I really like that they work on this with them, on how to react in situations of disaster, earthquakes. The other day she arrived home and told me: 'Mum, we need to have an emergency kit for earthquakes with this, this and this.'"

- Different ways of **reaching out to the elderly** and integrating them was seen as an important approach with strong relevance, given that these groups of the population are, often, either 'forgotten' or 'underestimated':

"The solutions for the elderly are very relevant because the age pyramid in Portugal is turning upside down. The question of not being the obvious leaders that convey information: the home support practitioners, the grocery man, the pharmacist, the postman: these are good elements for disseminating information."

"I very much liked the idea of involving the elderly. I think they also have a lot of things to teach, to give, and they also foster social cohesion to some extent, and there is this involvement of bringing people [back] into society. Not only to teach them what they must do, but also to involve them."

Additionally, the following aspects were highlighted **in some discussion groups**:

- **Using proximity / visible physical aids**

“The idea of magnets for the fridge with big letters with the emergency numbers is very interesting.”

“Last year when I was in Dublin at a conference, on the back of the agenda there were a local map and the evacuation signals. It’s a good idea.”

- **The need for involving volunteer groups from different cultural backgrounds**, which was seen to be essential during the stage of information / preparation, but also during the response and recovery phases:

“It doesn’t free the State from responsibilities, but it frees resources, it creates dynamics, and it allows reaching out to a larger part of the country [population], because you involve local groups who are working on different [cultural] ‘fronts’.”

- **Using cultural values and emotions in communication** was perceived as relevant and, to some participants, new in the area of disaster management, where they felt that, generally, a more technical and “objective” language is used.

- **Resorting to groups that are already structured** (e.g. clubs, associations); some of the examples presented during the Stakeholder Assembly were taken up by participants for future use.

- **The need to disseminate / mass distribution of leaflets in places with many people:**

“In public places like stadiums, shopping centres, hotels, disseminate [information] because there is a large concentration of people. Advertise your plan and the key ideas for people to take home in a flyer, it would be an exceptional idea.”

On the other hand, despite the participants’ generally positive attitude towards the presented recommendations, there were several comments about **perceived difficulties in implementation**, in particular:

- Difficulties in effectively using social networks, because of lack of knowledge and resources in Portugal, both human and financial.
- Using apps and mobile phone communication is dependent on the network, which may be down in a disaster situation.
- A shortage of experts within Portuguese disaster management organisations to develop serious games and/or educational apps.
- Difficulties in effectively improving communication due to a lack of communication professionals within Portuguese disaster management organisations, resulting in public

messages that are, often, very technical and not using the effect of emotions to improve disaster preparedness and response.

- A perceived need of intervention at Government level to facilitate the cooperation with network providers for effective use of mobile phone technologies.

Finally, some participants criticised that there was too much emphasis on the role of children; instead, they suggested that there should be a stronger focus on training teachers and educators who, once being trained, can then mobilise children in classrooms and kindergartens.

To summarise, the topics and discussions around disaster-related communication which takes into consideration cultural factors, as well as the needs, and the potential, of different cultural groups raised strong interest and involvement. Here, the participants strongly felt the need to invest more at both the level of human and financial resources, whilst the presented recommendations were generally perceived as valid and useful.

3.3.1 Discussion session 3a: Cultural values and emotions

The Toolkit recommendations discussed in this session comprised the following three main sub-topics:

- Cultural values and related emotions;
- (Cross-)cultural symbols;
- “Physical” aides and methods.

Overall, the participants in these discussion groups strongly felt that visual communication should play a more important role in disaster management, understanding it as more “immediate”, comprehensive, and inclusive than verbal communication. Further, the use of cultural values and emotions was perceived as fundamental for creating a communication that motivates citizens to improve particularly their disaster preparedness. However, whilst acknowledging the relevance of cultural values and emotions as vehicles for conveying messages more effectively, the participants also felt that using them requires a good knowledge in this area to avoid mistakes and unintended side effects.

Cultural symbols and physical aides were seen to be helpful in disaster preparedness, but even more important during the disaster response phase: *“I’m very sensitive to transcultural symbols, and even more to physical methods and aids, because when things fail, they are there [...] people don’t need to think.”*

3.3.1.1 Cultural values and related emotions

In this first section, the following individual recommendations for implementation were discussed, and evaluated:

	Toolkit recommendations set 3a Communication: Cultural values & related emotions	Stakeholder evaluation
--	---	-------------------------------

A	When making leaflets, position pictures that instigate negative emotions for the targeted cultural group on the front, as this will enhance preparedness, and position the pictures that instigate positive emotions next to recommendations.	+/-
B	To make information about disaster risk more salient and meaningful across different cultural groups, it should have an affective code, for instance, by using different symbols to emphasize important details, using letter grades to mark safety data, and/or adding affective descriptions alongside numbers (e.g., excellent, good).	+
C	To ensure that citizens with different worldviews and lifestyles are reached out to in disaster preparedness communication, use both time frames: mention immediate consequences, but also lifetime concerns.	+
D	To improve behavioural change in disaster preparedness, promote a “culture to help” by embedding shared cultural values (e.g. Mediterranean family value, or collective memory of neighbourhood help in previous disasters) in behavioural guidelines such as information leaflets or other campaigns.	+/-
E	Design information brochures that appeal to citizens’ feelings, which are more likely to activate or change behaviour, rather than merely providing “facts” about disaster risks. For example, use altruistic emotions, which are part of cultural value systems, to enhance motivation for preparedness, i.e. appeal to citizens’ feelings of responsibility towards vulnerable others, e.g. family or community members, as a motivator that is stronger than self-protection.	+

Regarding recommendation A, the participants suggested to limit this strategy of visualisation not only to leaflets, but also apply to other, in particular digital, formats, and use first and foremost “local” pictures in order to facilitate citizens’ recognition of sites and identification with disaster situations. For recommendation D they envisaged for the Portuguese context that appealing to family values was likely to have a positive effect; however, they felt that citizenship values would still need to be developed at an earlier stage, i.e. during school education. Recommendations B, C and E were generally perceived as useful.

3.3.1.2 (Cross-)cultural symbols

The individual recommendations for implementation regarding usage of (cross-)cultural symbols to improve disaster preparedness, response and recovery were evaluated, as follows:

	Toolkit recommendations set 3a Communication: (Cross-)cultural symbols	Stakeholder evaluation
A	Generally, communication and information campaigns aiming to advise different cultural groups about the disaster risks in their area should be accessible in different languages and through easily understandable (i.e.	++

	cross-culturally valid) drawings/symbols to avoid miscommunication, translation errors and semantics misinterpretation in sending messages to citizens with different cultural backgrounds.	
B	To make use of emotions and cultural identification, information should not consist only of statistical data and “dry” facts but should incorporate narratives, e.g., from other victims that the members of the target group can identify themselves with, or community members.	+
C	Cross-cultural symbols (e.g., the use of icons) should be thoroughly tested before implementation in different languages / nationalities, and with people from different socio-economic and cultural backgrounds.	++

Recommendation A was recognised by all participants as very important, specifically for (but not limited to) those practitioners who work in large urban / multi-cultural areas and touristic regions. Many expressed a perceived need for “universal symbols” in disaster communication: *“There are many symbols that have been duly studied and defined at international level, for instance, the ones for hazardous materials. But in humanitarian contexts, it is not that much developed.”* Some outlined that there have been efforts – *“in the campaign ‘The Earth Shakes’ we used pictograms to illustrate how people should act, so symbols are used both in the preventive and reactive stages”* – but there would be insufficient language diversity within Portuguese disaster management authorities:

“Yesterday a warning was issued to the population about the weather conditions. We have the habit of sending out warnings in Portuguese and English...but we also need to think about German or French, because of the tourists. We don’t have anybody at the Civil Protection Centre who speaks Russian or Mandarin, for instance.”

Additionally, one participant outlined that they would like the CARISMAND Toolkit to be a source of, or provide links to sources for, transcultural symbols that could be used in the context of disaster communication.

Recommendations B and C were both well accepted, too, with participants particularly expressing their understanding that the meticulous testing of such symbols requires time:

“I watched an online seminar by FEMA on pictographic and visual communication to convey information on the risk of urban fire to communities that might not speak English well: Hispanic, Chinese, and Indians from low social backgrounds with jobs and housing in underprivileged residential areas. This project has been going on for almost one year and they are now half way through, and they are assessing [only] about 20 symbols.”

3.3.1.3 “Physical” aides and methods

Recommendations which outlined practical aides and methods to foster citizens’ preparedness via specific strategies, means, and campaigns that take into consideration cultural factors were, generally, well accepted in all groups.

	Toolkit recommendations set 3a	Stakeholder
--	---------------------------------------	--------------------

	Communication: “Physical” aides and methods	Evaluation
A	To increase the display / visibility of information about disaster preparedness, make use of public or semi-public spaces (e.g., busses, waiting halls, entrance areas of sports stadiums, shopping centres, concert halls), but also private spaces (e.g., hotel lobbies).	++
B	To improve personal preparedness, promote the setup of personal emergency plans by encouraging family discussions about emergency contacts, meeting points, means of communication, and provide simple reminder “templates” that can be filled and kept (e.g., as a pic on the mobile phone, in the purse, or to stick on the fridge).	+
C	To improve citizens’ quick and appropriate response in case of a disaster, develop information campaigns that focus specifically on and promotes the identification of “safe spots” or “safe zones” in their homes, their workplaces, and their local area, categorised by (locally relevant) type of disaster.	+
D	To meet citizens’ expectations, provide paper-based information at least once per year, e.g., brochures, leaflets, about how to prepare themselves and their family / friends for disasters. Online information is not enough.	+
E	Establish what communication channels will be used in case of a disaster, test them regularly, and ensure that they are accepted and used by the target groups (e.g., train people to use Facebook).	+
F	To educate the different target groups about the importance of disaster management and possible coping mechanisms, use also non-traditional ways, e.g. role modelling, soap operas, etc.	+
G	Explore the possibility of using Bluetooth beacons for push messages that provide information about emergency procedures in the entrance areas or focal spots in mass gathering locations, or when entering tourist attractions, the latter ideally in multiple languages.	+/-
H	Use games and gaming culture to educate and communicate with specific target groups, and to showcase the risks and realities of disasters.	+

Regarding recommendation A, participants felt the need to make disaster-related information more visible, and they appreciated the diversity of places as an opportunity to reach a greater diversity of citizens. They also brought up a number of positive examples, where such collaboration already works well: *“At ‘EDP Distribuição’ [large electricity provider in Portugal], in every meeting that they have, internal or external, the first slide is always about security, in which everyone is reminded of the emergency exits in the respective room.”*

At the same time, they expressed a perceived lack of collaboration amongst those entities which manage public, semi-public, or private spaces, where such information could be disseminated: *“The IPMA [Portuguese Weather Forecasting Institute] could issue alerts for clinics, hotels etc., and the reception lady could print it and post it on the advertising board. But nobody does that.”* As reasons, they indicated difficulties to identify possible cooperation partners; further, they imagined that such entities may not always have the human and/or financial resources required for the additional effort: *“What about the data base to reach those clinics and other places? And what about the lack of*

means? Then the Health Centres are going to say we don't have money for paper and printing ink, or the printer is broken."

Recommendation B was perceived as both relevant and useful; however, many participants felt that a motivation for change within the family realm, at least in Portuguese society, is more likely to come from children than from parents.

Recommendation C was taken up as equally useful, and participants indicated a current lack of initiatives in this respect.

Recommendation D was particularly appreciated, with participants recognising the importance of providing paper-based information, because *"paper is something that stays, that can be consulted"*. In this context, they suggested that the provision of paper-based information should be linked to providing information about another current exercise or initiative, to improve the impact. Additionally, they very much liked the practical examples which aim to increase the visibility of information, such as fridge magnets or purse cards.

Recommendations E and F were both considered as important, aiming to "inject" disaster-related information in the widest possible variety of communication means. Here, the participants came up with several creative suggestions, such as using TV debates about football to target the large group of sports enthusiasts, providing information in 'O Preço Certo'⁶ to reach people who watch this specific program, or using the receipt slips from cash machines for awareness raising campaigns.

Recommendation G was highly valued as an innovative idea by most participants; they perceived it as very useful due to its potential to provide specific information that is related to the recipients' specific location. However, a number of participants also questioned its usefulness, as they felt that many mobile phone users have Bluetooth disabled to save battery. Again, some participants came up with creative ideas suggesting, e.g., to work with free Wi-Fi providers in disseminating disaster preparedness-related information:

"We could convey that information when the tourist logs into the free Wi-Fi. It already happened to me at the airport, when logging into the free Wi-Fi I got a whole bunch of screens with advertising, which could have useful information instead."

"When you connect to a public Wi-Fi network, the first thing to appear on the first page should be alerts and safety recommendations."

Finally, recommendation H was seen to be a useful alternative to attract the attention of specific, in particular younger, audiences. However, many participants elaborated that disaster management authorities currently do not have the resources to design something "attractive" that would be able to compete with already available games. As another option, some suggested using the compulsory seconds of ads in the beginning of YouTube videos to disseminate disaster preparedness-related information.

⁶ TV game show "The price is right", where contestants compete to win cash and prizes by guessing the price of merchandise.

3.3.2 Discussion session 3b: Involvement of cultural leaders and specific groups

The discussions regarding this set of Toolkit recommendations, which was also related to the overarching topic of communication, comprised the following five main sub-topics:

- Engaging “cultural leaders”;
- Using children as communicators/multipliers;
- Communication with elderly people;
- Communication with foreigners;
- Using social media and apps.

Overall, the participants perceived these recommendations as very relevant, since they were seen to respond to two major needs of disaster managers: On the one hand, the need for a more comprehensive communication, which reaches different groups of the population and, on the other hand, the need to actively involve citizens. The participating stakeholders appreciated particularly that these recommendations are building upon already existing resources, which they felt would make it easier to create a culture of preparedness for disasters:

“Thinking about the coach, for a team of kids, there is already a leader. It’s about using an existing capacity, and the multiplying effect is very important. That idea of showing contents in a training group; all Parish Councils have Internet for senior groups. In a [computer] training program, you can say that the examples are to visit Civil Protection, IPMA [the Weather Forecast Institute] websites, the alerts, the maps, this type of situations. I already have the existing capacities, I already have the coaches, the websites, everything, it is a way to draw them in, to involve them, to say ‘look, these contents are important, spend about 15 minutes on them, so that in a structured manner, once a month, think of where the meeting point is, where is the emergency exit...’ Our effort is minimal if we are able to make use of these capacities.”

“It is about being able to reach the largest possible number of people, and quite different groups of people. It is about ensuring that we reach out to a quite large group of the population, not only in quantitative terms but also qualitatively. Because you catch, for instance, the people that have concerns about health and go to the gyms, at the same time you get seniors that are taking computer courses, or people that are crazy for cars, so, quite different groups.”

3.3.2.1 Engaging “cultural leaders”

In the first section of this discussion group session, the following individual recommendations for implementation were discussed, and evaluated:

	Toolkit recommendations set 3b Engaging “cultural leaders”	Stakeholder Evaluation
--	---	---

A	Cooperate with clubs and associations, where members share a specific activity or interest, to disseminate information about disaster preparedness, and recruit their members as proponents/"multipliers".	+
B	Identify groups who share a passion (e.g., sport, hobby) and build on their existing dynamic / team cohesion, i.e. encourage their team leaders to incorporate disaster preparedness in the group's set of already existing common goals.	+
C	Ask providers of computer courses to include the use of / access to websites and social media which provide disaster-related information (e.g., websites or social media sites of Civil Protection) as practical examples in their lessons.	+
D	Cooperate with gyms for the recruitment of volunteers and motivators in disaster preparedness activities.	+
E	Involve stewards in sports stadiums, who are often trained in safety procedures and wear uniforms, which are a visual sign of organized help, in disaster preparedness activities.	+
G	Cooperate with and make use of the skills of hotel and building managers, who combine managerial qualities with specific building / construction knowledge, involve them in disaster planning, and use them to communicate safety procedures.	+
H	To foster the fast distribution of disaster information or alerts / warnings, identify and recruit "online volunteers", e.g. through adverts/banners on social media sites, who would be willing to take up the role of an information distributor in a disaster (risk) situation, using their personal online social networks.	+/-

Regarding recommendations A, B, and D, the participants valued the use of already existing resources, i.e. already established groups with a trusted leader who have established meeting routines and meeting locations which, in their opinion, would facilitate access and make it easier to inform about and implement additional (disaster preparedness-related) routines:

"It is important to use and prepare these groups, since they are already organized, and they have a grouping structure. "

"Thinking for example of the disgrace that happened in Tondela in a cards game tournament⁷, where a large number of people died. If we were able to make those leaders convey the information on preparedness for disasters, because it was a recreational association and it would fit into one of these examples. If they had done this, probably all that disgrace would not have happened."

"A club, they have volunteers for each team. One passes the word to another; now I belong to a group, so I do this... Those that are interested, you can grab these people."

⁷ On January 13th, 2018 in Tondela, approximately 250km north of Lisbon, a wood-burning stove exploded in a community centre where an amateur card players tournament took place. The explosion, fire and resulting panic/stampede left 8 dead and 50, partially seriously, injured.

“This can be put into practice, in those activities where people gather together: paintball, cycling, etc. People even aggregate on Facebook.”

Some participants outlined that to implement these recommendations, additional work would be required to identify target groups and their leaders; however, they also suggested to ask parish councils for help in identifying and approaching groups in their respective local area.

Recommendation C was perceived as innovative and requiring little financial effort; recommendation E was seen to be not very new but useful and a good initiative to extend to other mass-gathering events (e.g., concerts). Recommendation G was accepted as useful as well, in particular, because it allows informing, training, and planning that is tailor-made to the respective locality. Additionally, the participants suggested to amend this recommendation and also reach out to the building and information desk managers of shopping centres. Recommendation H was seen to be useful by many participants, although some feared that entrusting non-professionals to disseminate alerts may result in a loss of credibility.

3.3.2.2 Using children as communicators/“multipliers”

In this section of this discussion group session, all recommendations were highly appreciated and agreed upon:

	Toolkit recommendations set 3b Using children as communicators/“multipliers”	Stakeholder evaluation
A	Develop, in cooperation with educators and psychologists, specific information modules and practical drills that are adapted to the capabilities of young children, and implement/promote them in relevant sites, e.g. both public and private kindergartens.	++
B	Children should be involved in risk and disaster management to make the processes more robust and demonstrate greater legitimacy. Such involvement could be achieved by, e.g., using creative arts methodologies.	++
C	Make use of the potential of bi/multi-lingual children as key communicators by contacting schoolteachers to identify them and provide them with bi/multi-lingual information material about disaster preparedness for their parents who may not speak the local language and / or are suspicious towards authorities.	++
D	Work together with local scout’s groups for, e.g.: - Scouts leaders organizing training/drills for kids; - Kids learning how to help other kids; and - Kids “teaching” their parents.	++
E	Children’s existing capacities should be nurtured and can support more effective disaster management during all disaster stages. Children can, e.g., pass on information to and involve other family members in disaster awareness raising and planning.	++

G	Disaster risk reduction policies should include educating children about disaster risks to reduce their vulnerability. Children tend to have a clear and uncluttered view about risks, and their creativity, open-mindedness and enthusiasm can make them catalysts for change.	++
---	---	----

Regarding recommendations A, B, E, and F, participants elaborated on several activities in this area they have previously been, or currently are, involved in. They strongly suggested to invest more in teachers' training, and even make disaster preparedness training a compulsory part of the teachers' curriculum, and not just "something extra". Additionally, they felt that the subject of disaster preparedness and response should be included in the school curriculum, for which strong political support would be required. Generally, the practitioners expressed their hope that, through the support of policy makers, there would be a better coordination between disaster management authorities and entities responsible for children's education.

Recommendation C was perceived as very relevant for migrants who are less integrated in their new host country. However, in this context they questioned how to reach out to migrants who don't speak the local language, but have not children, pointing at some migrant communities where only the men come to work in the host country.

Recommendation D was also taken up very positively, understanding scouts as groups of children and young people that are not only structured already, but also with some "appetite" for activities. Whilst participants explained the idea was not entirely new in Portugal, they also described these activities as patchy and felt that there should be done more:

"Last year I was involved in an activity with 22,000 kids in the national scouts camp, and 15 days before [it started] I asked where their emergency plan was. Asking this question I felt like I come from a very strange planet: Nobody was very prepared, and we were in a forest area, surrounded by forests [...] so I gave training to the scouts kids on the use of fire extinguishers, of the different types, the cautions they must have, and so on."

3.3.2.3 Communication with elderly people

Recommendations for implementation regarding the communication with elderly people also met high acceptance, albeit not at the same level as those regarding the communication and collaboration with children. Group discussions revealed the following results:

	Toolkit recommendations set 3b Communication with elderly people	Stakeholder evaluation
A	Generally, elderly people are to be seen, heard and understood, have equal access to essential support services and their potential and contribution recognized, valued and supported. This should include adequate consultation and inclusion of older people. For example, they could contribute to conflict resolution and community justice, and they should be encouraged to pass their experience-based coping capacities on to the community, with regard to, e.g., traditional survival systems and appropriate technologies.	+
B	To reduce the vulnerability of isolated elderly people who may misjudge the risks during an ongoing disaster, which is less “disruptive” regarding everyday routines, e.g. heat waves or flu epidemics, sensitize those people who may be their only frequent social contact, e.g. small kiosk owners or meal-on-wheel staff, by providing them with basic behavioural / communication guidelines.	++
C	Sensitize vulnerable “active pensioners” who may overestimate their own physical capabilities to better protect themselves, by disseminating information via, e.g., charity shops, computer courses for the elderly, or sports groups for pensioners, and use them as information disseminators within their age group.	+
D	Use the potential of Senior Citizens Organizations and Universities of the Third Age as sources for getting in touch with active pensioners and encourage them to learn and get engaged in disaster preparedness activities.	+

Recommendations A, C and D were appreciated as approaches with yet unexplored potential; participants felt a great lack of inclusion of seniors in disaster preparedness activities and dissemination of information, particularly in light of senior citizens’ availability and experience, even if they may not bring in the same enthusiasm as children. They ascribed this lack of inclusion to prejudice and the (mis-)perception that seniors are, generally, vulnerable people who need to be taken care of rather than persons who can play an active role.

At the same time, though, practitioners also expressed their feelings that there is a growing isolation of specific groups of senior citizens (e.g., those economically deprived), and that for those recommendation B was particularly relevant. Here, they very much appreciated the presented examples and brought up a number of additional suggestions:

“In our [Portuguese] reality, I would even say that we should make use of small grocery shops or supermarkets like Pingo Doce and Meu Super etc., because I don’t know if you have noticed, but it is very common to see high concentrations of senior people at certain times of the day, especially here in the centre of Lisbon, in that kind of supermarkets. And they are always the same people, everyday. They leave home, they go there, they spend some time talking to the people at the checkouts, and then they go back home.”

“And the tables where the seniors play cards in the public gardens could also have emergency numbers engraved on them.”

3.3.2.4 Communication with foreigners

Regarding the communication with different groups of foreigners, the participants felt that, generally, there are already several measures in place, given that Portugal has many regions with a high rate of tourism. Accordingly, the feedback received was, mostly, positive:

	Toolkit recommendations set 3b Communication with foreigners	Stakeholder evaluation
A	Cooperate with entities which employ or are in close contact with foreigners/expatriates, (e.g., foreign embassies, chambers of commerce, and/or foreign companies with expatriate staff), to provide their members/employees with disaster-related information and disaster preparedness advice in their respective foreign language.	+
B	In tourism areas, encourage hotel owners to not only inform their guests about local attractions, but also to include in their “welcome/information pack” guidance about local emergency contacts and local procedures in case of a disaster.	++
C	Identify language barriers where interpreters may know the respective common language but need to translate information where they may not know the correct words or phrasing; ensure such interpreters receive specific training and have the appropriate linguistic and “technical” background in disaster communication.	+/-
D	In multi-cultural areas and touristic regions, focus on the development and usage of mobile phone-based technologies which provide foreigners with multi-lingual messages containing emergency information.	+

Recommendation A was perceived as something that is already put into practice, albeit more often only on request rather than on a regular basis. As an additional idea, the participants suggested to collaborate with private language schools to include disaster preparedness and response topics (e.g., emergency contacts, procedures, symbols) in Portuguese language courses for foreigners. Thus, they were taking up the previously presented recommendation of collaboration with the organisers of computer courses and developed it, creatively, further.

Recommendation B was perceived as particularly useful, given that it has the advantage of providing information “on the spot”. Participants also felt that it should be fairly easy to implement, under the condition that hotel staff is willing to cooperate and provide both written information and verbal reinforcement of information:

“When I check-in at the hotel they tell me: ‘Here you have this key to go to the swimming pool, you have your bathrobe there...’; they actually tell me half a dozen things. If they would also tell me something as simple as this: ‘You are going to room 201 and you will notice that it has an emergency door...’. There are all the signs, but to stress it orally.”

Further, they suggested to include camping sites and private pensions / B&B’s in this recommendation.

Regarding language barriers, they did appreciate recommendation C, but some felt that it should not be needed, given that translators should not use technical language in case of a disaster anyway, but simplify their translations to make messages understood by lay victims. However, other participants expressed their awareness that this would be the ideal situation, and disaster practitioners may occasionally use technical jargon without being aware of it.

Recommendation D, finally, was perceived as very interesting, also by using/developing mobile phone apps which combine tourist guide functionalities with security alerts and emergency-related information.

3.3.2.5 Using social media and mobile phone apps

In this last section of the discussion group session, the collected data showed ambivalent results: On the one hand, most recommendations raised the participants' interest and were perceived as useful or very useful, despite the risk that, in a large-scale disaster, technical issues (mobile phone network disrupted, limited battery life of mobile phones) may reduce the efficiency of apps usage. On the other hand, there was a number of critical voices who outlined the lack of human and/or financial resources to follow these recommendations, and that some of these recommendations would, thus, require the strong support of policy makers who should be addressed accordingly.

	Toolkit recommendations set 3b Engaging “cultural leaders”	Stakeholder evaluation
A	To encourage citizens to submit information to authorities in disaster situations, e.g., via crowdsourcing, but also to provide incident-related individual information, use specifically designed mobile phone apps rather than social media.	++/-
B	If it is intended to merely provide information to citizens, rather than citizens submitting information to authorities, or information exchange between citizens, both social media and mobile phone apps are equally useful.	+/-
C	To foster information spread across different communities, local disaster responders should try to become members of “online neighbourhood watch groups”, e.g., Facebook groups, and make use of the extensive network between such groups (via citizens who move their homes but stay in touch with their previous local communities online).	+/-
D	Set up or improve the Facebook presence of disaster authorities, to build and make use of citizens' trust in authorities' information sources online.	+/-
E	To improve perceived usefulness and acceptance, any mobile phone app specifically designed for disaster-related information should: <ul style="list-style-type: none"> - Be seen to be led by public authorities, either on national or even supra-national (e.g., EU) level; - Allow authority-to-citizen, citizen-to-authority, and ideally also citizen-to-citizen communication; 	++/-

	<ul style="list-style-type: none"> - Not only be useful in disaster response but also provide information in disaster preparedness; and - Be pre-installed when purchasing a new mobile phone. 	
F	To reach those citizens who are not active or frequent social media users but still frequent mobile phone users, make disaster-related information available via mobile phone apps.	++/-
G	Accept the risk of providing redundant information due to the existing multitude of social media channels and mobile phone apps and, rather than attempting to avoid redundancy, perceive overlapping information streams as a strength, given that cultural groups and cultural factors overlap as well.	+/-

In detail, recommendations A, E, and F were perceived as very relevant, and desirable, for all disaster phases. However, as mentioned above, some participants feared that mobile phone networks and internet may stop working in case of a disaster. Still they felt that a mobile phone app specifically designed for disaster-related information would provide credibility and confidence, and they agreed with all the features suggested (in recommendation E). In particular the feature of having such “disaster-app” pre-installed on any new smartphone met the participants’ interest. As a negative point, though, they expressed their fear of not having sufficient human and financial resources to manage and maintain such app, and to follow up and make good use of the data collected: *“An app is very positive in these scenarios, but afterwards there is the work of processing all that information. What do you do with it? The app has to be constantly updated, otherwise it dies.”*

Recommendation B did not raise much interest during the discussions, but the participants also did not disagree. Recommendations C and D were felt to be important, with the usage of social media as an important information source which, however, should be complementary rather than the main medium. Some participants felt that social media would be more difficult to control regarding the reliability of information, and that keeping an active and up-to-date social media profile requires resources that disaster management authorities often do not have available.

Finally, the participants agreed with recommendation G which highlighted the need to communicate via several media, although some feared that if there are too many overlapping information streams, messages may lose their essence and relevance. To ensure consistency and counter the perceived lack of resources at the level of operational disaster management units, participants suggested the setup of a public entity that would aggregate these information streams:

“For example, a communications department for Social Media. The PSP, GNR, Civil Protection, any time they have a situation they could post it on Twitter and Facebook, but they would be obliged to send it [first] to this other entity. And I know that if I [as a citizen] follow that entity I get the information from all the entities.”

3.4. Improving trust, improving disaster management

This topic echoed strongly amongst the participating practitioners, and whilst the important role of trust was perceived as “*nothing new*”, they also felt that it was important to put these recommendations in writing, because this would reinforce attention to an issue which, despite being well known, was often not taken sufficiently into consideration. Generally, they felt there was a low level of trust in disaster management authorities amongst the Portuguese population, in particular due to poorly managed communication both amongst different authorities and between citizens and authorities during the wildfires in the Pedrogão region in summer 2017, which resulted in the loss of many civilian lives.

Media cooperation to improve citizens’ trust was seen to be one of the most important sub-topics, because the participants felt that, often, there was a greater focus on things that go wrong, whereas successful cases of disaster response remained widely unreported. In particular, the potential of social media usage to foster citizens’ trust resonated strongly amongst the participants and was seen by many as the “big message” of this Stakeholder Assembly.

3.4.1 Different levels of citizens’ trust

In this first section, the following individual recommendations for implementation were discussed, and evaluated:

	Toolkit recommendations set 4 Managing different levels of citizens’ trust	Stakeholder Evaluation
A	In cooperation with local authorities and local research bodies, investigate the levels of trust in authorities for different groups of potentially affected populations or communities. If a medium level of trust is measured, the respective community is likely to follow instructions provided in case of a disaster. Communities with very high or very low levels of trust are more likely not to follow instructions. Develop guidelines and procedures for disaster practitioners which take these effects into account.	+/-
B	Manage the trust levels of the different cultural groups prior to disaster: If trust levels are low, implement educational measures for preparedness; if trust levels are high, which may result in a lack of taking precautionary measures, specify outcomes that are not the responsibility of the government but require citizens’ actions.	+/-
C	Make use of high levels of trust that migrants or expatriates (who are settled and strongly identify themselves with their new home) put in authorities by identifying such persons and encouraging them to help as informal liaison persons who can mediate between citizens and disaster managers.	-

Regarding recommendations A and B, many participants expressed their opinion that for them, as practitioners, it would be difficult to develop and implement such measures, as they lacked the theoretical knowledge to do so. Some, on the other hand, acknowledged the usefulness of these recommendations for adjusting communication channels and procedures in line with different levels of trust:

“I can share the experience I have from when I was a fireman in Amadora [...] We would understand better what is the relation that the communities of those more problematic neighbourhoods have with the Police, and from there develop strategies to deal with those people. This would make it easier for them to perform our mission in those neighbourhoods. Because, if we know that the groups and the people that we target actually trust us, and that if we tell them to do something they will do it [...] In other words, we know automatically that the population does not trust us that much, for example the GNR, but they do trust the firemen, so perhaps that is the type of entity that should try to make the approach and not the other one.”

Again, others stated that, rather than studies which only capture a ‘snapshot’ at a particular moment in time, they would prefer a tool which allows a regular measurement of trust levels amongst different cultural groups: *“If there are problems and nobody goes to the authorities for help, I immediately understand that there is no trust. So, perhaps I don’t need big studies, also because big studies can only be made occasionally, and what we do need is a continuous ‘barometer’, to adjust our practices to the [citizens’] needs.”*

Recommendation C was mostly perceived as not applicable in the Portuguese context because, in their personal experience, migrants would mostly distrust authorities.⁸

3.4.2 Media cooperation

Under this topic, the following individual recommendations for implementation were discussed, and evaluated:

	Toolkit recommendations set 4 Media cooperation	Stakeholder Evaluation
A	The media can be a watchdog that scrutinizes the actions of decision-makers. To improve citizens’ trust, make sure to investigate the causes of a disaster and present your actions during the disaster truthfully and openly, as misinformation might be easily detected.	-
B	Create and upkeep trustworthy social media profiles for information dissemination, so that target groups know where to search for adequate information in times of disaster.	++
C	Promote citizens’ trust in emergency services by making their training efforts more public, e.g. through promoting emergency drills via traditional and social media.	+
D	To improve citizens’ trust through instilling collective identification and national pride, increase the “visibility” of disaster authorities, e.g. through media coverage of disaster scenario exercises or successful participating in disaster situations abroad.	++

⁸However, the transcripts revealed that, in the group discussions, the participants almost exclusively referred to recent or illegal migrants, whereas the original recommendation was based on practitioners’ experiences with settled and established expatriates.

E	Use social media to regain citizens' trust by taking up the role of a trustworthy information provider, at times where both private and public media channels are increasingly distrusted.	++
---	--	----

Regarding recommendation A in this sub-set, some participants felt that civil protection authorities themselves don't see the Media as partners, and that efforts would need to come from both 'sides' to achieve a transparent and effective communication which fosters trust. However, the majority of participants perceived the Media not as partners but, more often, as 'rivals' who would tend to depreciate the work of the police forces and civil protection, and they accused the Media of being little helpful in building trust relationships. Generally, the participants felt that the Media tend to broadcast and scrutinise actions that go wrong, but would not report on successful actions; additionally, they suggested that the emphasis in this recommendation should be on cooperation rather than on one 'side' scrutinising the other.

Recommendations B and E were highly appreciated, despite the perceived challenge for disaster management authorities to have dedicated social media managers.

Regarding recommendations C and D, the participants agreed that successful disaster management activities are not sufficiently disseminated to the general public. Whereas some felt that such "advertising" may be perceived as vanity, the majority expressed their opinion that there should be done more, and they brought up several examples:

"Portugal conducted a week-long drill at international level last year, in the area of Évora, where all entities that play a role in earthquakes were mobilised. There was a National Command Centre set up in Évora, and there were experts from all over Europe. It was a mega-operation, comparable with a NATO operation. Did anyone hear anything decent about this on TV?"

"Very often we don't recognise the merit of these institutions because we don't even know what they do, or even where our national forces are working abroad. Did you know that we have military in Congo? People have no idea! We do dignifying work and people have no idea!"

3.4.3 Other topics related to trust

In this final section, the following individual recommendations for implementation were discussed, and evaluated:

	Toolkit recommendations set 4 Other topics related to trusts	Stakeholder Evaluation
A	To improve trust in authorities, information materials and practical disasters / emergency exercises should highlight the fact that disaster practitioners do not only provide physical but also emotional help.	+
B	Whilst there is extensive knowledge about citizens' trust in different authorities during the disaster response and recovery phase, there is still little known about the role of trust in the disaster preparedness phase, which	+/-

	should be investigated further in cooperation between practitioners and researchers.	
--	--	--

Recommendation A in this final sub-set was considered by the participants as useful and relevant, given that proximity and empathy were seen to be essential factors for establishing a trustful relationship. Some additionally highlighted the need for more training to provide practitioners with these skills. Regarding recommendation B, most participants felt that there is still a considerable gap between researchers and practitioners. Essentially, they understood this recommendation as being the core task of CARISMAND.

4. Conclusion & Follow-up

“Cultural training’ is something very advanced. It is the future. We are still in pre-history.”

A number of participants in this Stakeholder Assembly initially felt that, in their specific environment, there are many issues to improve which target the (Portuguese) population as a whole, before focusing on specific “cultural groups”. However, the discussion group sessions also revealed that this attitude was mostly based on a perception which equals “culture” with “ethnicity”. When, actually, discussing cultural factors and the needs and requirements of cultural groups which are **not** solely related to ethnicity, ranging from sports car enthusiasts to communities of senior citizens who regularly meet in public gardens to play cards, the participating practitioners showed considerable interest and creativity. Additionally, they demonstrated great openness towards cultural factors like, e.g., technology usage, attitudes towards authorities, communication styles, or media cultures. This creativity and openness, together with the longstanding experience of ethnic diversity in Portuguese everyday life (but also a good portion of self-criticism), facilitated a constructive dialogue.

Based on the participants’ suggestions during this Stakeholder Assembly, the following changes and amendments were implemented:

Amended recommendations regarding approaches to ethnicity in disaster management

- An additional paragraph specifically points out that the ethnicities mentioned in this set of recommendations are only very broadly defined groups. Accordingly, it is suggested to identify more specific ethnical groups in the practitioners’ respective local area, and to develop, by integrating volunteers from these groups, specific guidelines for communication which are adapted to these groups’ specific cultural understandings.
- A new recommendation was added which outlines that adapting communication styles is not only essential when communicating with different ethnical groups in the practitioners’ home country, but also when deployed for disaster aid in a foreign country. It is suggested to learn about practice and drill these skills in advance, i.e., before a deployment abroad and to involve volunteers from different ethnical backgrounds in these drills to ensure that specific needs are well understood and addressed.
- To ensure social peace and respect of the social identity of the disaster victims, recovery plans with detailed instructions for practitioners and volunteers should not only pay attention to different culinary needs but, more comprehensively, take into account different basic life requirements of different ethnic groups, such as catering, personal hygiene, clothing, medical care, social organisation, or treatment of the dead.

Amended recommendations related to culturally aware training activities

- It was recommended to develop a (national) culture training resource centre for disasters, taking into account that cultural training requires specialist knowledge, which may not always be available in all locations of disaster management institutions, and to ensure that all practitioners “speak the same language” related to cultural issues. Rather than targeting disaster practitioners, the suggestion has been taken up to, instead, address this recommendation to policy makers and include it in the respective Toolkit section for policy makers.
- The recommendation aiming to strengthen the solidarity and sense of community amongst citizens before a disaster occurs has been rephrased to encourage, rather than merely allow, citizens to participate in disaster simulation exercises. Additionally, it specifically recommends making citizens partners rather than “obstacles” in disaster preparedness and response training activities.

Amended recommendations regarding cultural factors in disaster communication

- The recommendation to position pictures that instigate negative emotions for the targeted cultural group on the front, as this will enhance preparedness, and position the pictures that instigate positive emotions next to recommendations, is now not only pointing at printed materials, but also relating to digital formats.
- The recommendation to use cross-cultural symbols was amended, outlining that such cross-cultural symbols could, e.g., be developed and tested in cooperation with other disaster management authorities across different countries, aiming to establish an “international glossary” of cross-culturally valid safety symbols.
- The recommendation which suggests providing paper-based information for citizens about how to prepare themselves and their family / friends for disasters at least once per year, has been amended, outlining that such information could also be linked with specific initiatives to raise interest and increase impact.
- A new recommendation has been added, which suggests to practitioners to get in contact with providers of free Wi-Fi in public and private spaces and ask them for their cooperation by advertising a link to disaster preparedness/response related information sources when a user connects to this Wi-Fi network.
- The recommendation to cooperate with clubs and associations, where members share a specific activity or interest, to disseminate information about disaster preparedness, and recruit their members as proponents/“multipliers”, has been amended. Now it suggests additionally cooperating with local councils to identify such groups which may exist in their area.
- The recommendation to involve stewards in sports stadiums, who are often trained in safety procedures and wear uniforms which are a visual sign of organised help, in disaster

preparedness activities, has been amended, pointing also at stewards in any other large-scale events (e.g. concerts).

- The recommendation to cooperate with and make use of the skills of hotel and building managers has been amended to include also shopping centre managers.
- A new recommendation has been added which suggests encouraging private language schools, which teach the local language to foreigners, to include disaster preparedness and response related topics, e.g., emergency contact numbers, procedures, symbols, in their course material.
- The recommendation for practitioners specifically in tourism areas to encourage hotel owners to not only inform their guests about local attractions, but also to include in their “welcome/information pack” guidance about local emergency contacts and local procedures in case of a disaster, has been amended. It now suggests targeting also camping site and B&B owners.

Amended recommendations related to improving trust

- In this section, the introductory paragraph has been amended. It now outlines that it is very easy to lose sight of the importance of trust in day-to-day practice and, therefore, it is important to implement guidelines which address this topic explicitly and prominently.
- Recommendations for implementation related to different levels of citizens’ trust have been generally reworded for easier understanding.
- The recommendation which described the media as, potentially, being a “watchdog” that scrutinises the actions of decision-makers, has been reworded. It is now highlighting that the way in which the media report on disasters can have a powerful effect on the trust that citizens have in authorities, and pointing at the need of informing the media in a timely manner.

The complete set of revised CARISMAND Toolkit recommendations for practitioners can be found in Appendix 5 and will, directly, inform Work package 9.

Appendix 1: Schedule/Agenda

Day 1: Tuesday, 27th February 2018

09:00 – 09:30	Participant Registration – Welcome Coffee
09:30 – 09:45	Welcome Speech and Project Introduction. “What is CARISMAND?” (Noellie Brockdorff, University of Malta)
09:45 – 10:15	Presentation: “Culture: What It Is and Its Role in Disaster Management” (Sandra Appleby-Arnold, University of Malta)
10:15 – 11:00	Presentation: “The CARISMAND Toolkit – Architecture, Functions & Solutions” (Noellie Brockdorff, University of Malta, and Alexandra Tsvetkova, LIBRe Foundation)
11:00 – 11:15	Coffee Break
11:15 – 11:45	Presentation of Toolkit Recommendations: “Approaches to Ethnicity in Disaster Management” (Aitana Radu. University of Malta)
11:45 – 13:00	Working Group Session 1: “Approaches to Ethnicity in Disaster Management”
13:00 – 14:00	Lunch Break
14:00 – 14:45	Presentation: “The Effectiveness of Mobile Phone Apps in Disaster Management” (Remy Bossu, European-Mediterranean Seismological Centre)
14:45 – 15:15	Presentation of Toolkit Recommendations: “Culturally Aware Disaster-related Training Activities” (Celia Callus, Nutcracker Research Ltd.)
15:15 – 15:30	Coffee Break
15:30 – 17:00	Working Group Session 2: “Culturally Aware Disaster-related Training Activities”
19:30	Official Dinner ⁹

Day 2: Wednesday, 28th February 2018

09:00 – 09:30	Participant Registration
09:30 – 09:45	Welcome and Summary of Previous Day (Noellie Brockdorff, University of Malta)

⁹ Registered participants only

09:45 – 10:45	Presentation of Toolkit Recommendations: “Cultural Factors in Disaster Communication” (Noellie Brockdorff & Sandra Appleby-Arnold, University of Malta)
10:45 – 11:00	Coffee Break
11:00 – 13:00	Parallel Working Groups: Working Group Session 3a: “Cultural Values and Emotions; (Cross-) Cultural Symbols; “Physical” Aides and Methods“ Working Group Session 3b: “Involvement of Cultural Leaders; Involvement of Specific Groups; Usage of Social Media and Mobile Phone Apps“
13:00 – 14:00	Lunch Break
14:00 – 14:30	Presentation of Toolkit Recommendations: “Improving Trust, Improving Disaster Management” (Rosaliya Kasamska, Law and Internet Foundation)
14:30 – 15:30	Working Group Session 4: “Improving Trust, Improving Disaster Management”
15:30 – 16:00	Conclusion

Appendix 2: Discussion Guidelines

Working Group Session 1: Approaches to ethnicity in disaster management

Discussion guideline (75min)

Materials needed: Showcard 1, Recommendations doc (Ethnicity)

Objectives	Briefing
<p><i>Welcome and introduction [about 10 min.]</i></p> <ul style="list-style-type: none"> - <i>Welcome participants</i> - <i>Obtain signed consent forms (if required)</i> - <i>Start recording the meeting</i> - <i>Thanking participants</i> - <i>Introduction of the moderator</i> - <i>Duration</i> - <i>Confidentiality</i> - <i>Ground rules for the discussion</i> - <i>Brief introduction of the participants</i> 	<p><i>Welcome the participants, assign them a seat, and provide them with name cards.</i></p> <p><i>Participants should have signed the consent form on registration. However, please check and collect any outstanding forms if required. Explain to them that an audio recording of the discussion is necessary so as not to miss any of the comments given during the discussions. Start recording the meeting and inform the participants that the recording has begun.</i></p> <p><i>“Welcome and thank you for agreeing to participate in this working group. My name is _____ and I will be moderating this group discussion. Our session will last about one hour and fifteen minutes.</i></p> <p><i>Since we will be audio recording the discussion, I would kindly ask you to speak in a clear voice. Your opinions, experiences and suggestions are very important to this project, and we do not want to miss any of your comments.”</i></p> <p><i>At this stage, do not to provide any additional details on the content of the working group in order to avoid influencing and biasing the discussion.</i></p> <p><i>“As explained and stated on the signed consent form, everything that will be recorded during this session will be kept confidential, i.e. the recorded comments might be used in scientific publications and reports, but only as anonymous quotes. I want you to make sure that you are comfortable enough to share your opinions with all the participants in the group. In order to facilitate this, I would like to ask everyone present to follow these ground rules:</i></p> <ul style="list-style-type: none"> • <i>We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group.</i> • <i>There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other's opinions.</i>

	<ul style="list-style-type: none"> • It is important for us that only one person speaks at a time. Each opinion is important and I would kindly request that you don't speak when others are speaking, otherwise it will be difficult for us to capture all of your opinions. • I would also kindly request that you silence your mobile phones and thus provide for an uninterrupted discussion. <p>Do you have any comments or other suggestions for these ground rules? Do you have any other important general questions before we start?" [...]</p> <p>"So, let us start with each member of the group briefly introducing themselves. Let us go around the table. Tell us, please, your name, or nickname if you prefer, and a few basic things about yourself, such as your approximate age, occupation, where you come from, etc. Let me start by introducing myself..."</p> <p style="text-align: right;"><i>Running total: 10 min</i></p>
Objectives	Discussion topics
<p>1. Word association exercise <i>[about 5 min.]</i></p> <p>Question aims:</p> <ul style="list-style-type: none"> – Warm-up 	<p>I would like to begin our discussion with a short warm-up. I will read out a word and I would like you to say the first word or two that spring to your mind when you hear it. Let's try an example first: What is the first thing that comes to mind if I say the word "fire"? Preferably, try to think about single words or short phrases.</p> <p>Read Out (one at a time):</p> <ul style="list-style-type: none"> - Communication - Trust - Citizens <p>This is a warm up exercise. Do not discuss</p> <p style="text-align: right;"><i>Running total: 15 min.</i></p>
<p>2. Spontaneous reactions <i>[about 10 min]</i></p> <p>Question aims:</p> <ul style="list-style-type: none"> – Determine what: – Resonated i.e. is highly relatable to their professional experience – Surprised – and why i.e. is it because they feel it is irrelevant/never came across it/would find it difficult to implement etc. 	<p>During the course of this discussion I'd like to talk about how, as disaster practitioners, we can take into consideration <u>the different needs and attitudes of different ethnic groups.</u></p> <p>Firstly, I'd like to talk about the presentation we just heard. Was there anything in the presentation that struck you? Maybe you felt that something resonated strongly with your personal experience or that you were surprised by?</p> <p>Probe and explore fully</p> <p><i>In this set of questions, the participants should be encouraged to elaborate the underlying reasons for their reactions.</i></p> <ul style="list-style-type: none"> • Resonance will give us 'easy wins' and effective communications messages

	<ul style="list-style-type: none"> • <i>Anything which provokes surprise may be due to either a lack of relevance (which should be picked up and explored e.g. is it due to: a) that ethnicity not being present in significant numbers/being more integrated into society and therefore less ethnically different) or b) a lack of conviction that the approach is feasible. If the latter, why?</i> <p style="text-align: right;"><i>Running total: 25 min.</i></p>
<p>3. Overall reactions to the recommendations [about 10 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> – <i>Determine that recommendations are clear and make sense</i> – <i>Which will make the most noticeable difference and why</i> 	<p>Now, I'd like to understand you reactions to the recommendations we're proposing.</p> <p>Share SHOWCARD 1, reading out further detail from the Recommendations document to ensure full recall and understanding</p> <p>Looking at this, is there anything that does not make sense?</p> <p>Where unclear determine why e.g. is it the wording or that participants do not understand the reasons behind the recommendation, etc.</p> <p>Looking at these recommendations, is there any one (or more) that you feel will make more of a difference? Why?</p> <p>Identify the top recommendation participants feel will have most impact and explore why.</p> <p>Which actors/organisations that you think may benefit from having these guidelines?</p> <p>Probe to determine whether any other third parties are mentioned apart from Policy-makers and Disaster Managers.</p> <p><i>After refreshing recall of the full set of recommendations, this will help confirm resonance or otherwise and determine a ranking in terms of perceived likely impact.</i></p> <p style="text-align: right;"><i>Running total: 35 min.</i></p>
<p>4. Detailed reactions to the individual recommendations [about 30 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> – <i>Validate the recommendations – are they useful</i> 	<p>Now, I'd like to go through each of these individual recommendations and get your reactions to each one.</p> <p>For each recommendation ask:</p> <ul style="list-style-type: none"> • How useful do you think having this recommendation would be to you and your team? • Can you see it being transferred into practice? Would there be any difficulties around this? Which? Explore barriers and determine what can be done to address these

<ul style="list-style-type: none"> – <i>Identify ease of implementation; are there any barriers</i> – <i>Suggestions for improvement</i> 	<ul style="list-style-type: none"> • What will be the benefits of implementing this? Probe for tangible differences to outcomes as identified by participants. Encourage participants to give examples from their own experience where doing this would have made a difference • Can it be improved? How and why? <p><i>This section should explore reactions to each recommendation in depth determining drivers, barriers, benefits and suggestions for improvement. These questions should enable us to validate the recommendations, or otherwise.</i></p> <p>If any suggestions for other recommendations are spontaneously mentioned over the course of the discussion, discuss these with the rest of the group to determine relevance and validate accordingly</p> <p style="text-align: right;"><i>Running total: 65 min.</i></p>
<p>5. Suggestions for improvement [about 8 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> – <i>To identify any gaps/recommendations that can be added that are likely to make an impact</i> 	<p>Finally, thinking, do you think there are any recommendations or guidelines that could be added that have not been included here?</p> <p>Allow for spontaneous response, encourage participants to think of their own experience and probe for motivations and benefits of any suggestions made.</p> <p style="text-align: right;"><i>Running total: 73 min.</i></p>
<p>4. Conclusion [about 2 min]</p>	<p>We are coming to an end of this working group which, I think, has revealed some very interesting insights.</p> <p>Is there anything that you would like to add?</p> <p>Anything else that you would like to tell the CARISMAND project team about this topic?</p> <p style="text-align: center;">THANK AND CLOSE</p> <p style="text-align: right;"><i>Running total: 75 min.</i></p>

Working Group Session 2: Culturally aware disaster-related training activities

Discussion guideline (90min)

Materials needed: Showcard 2, Recommendations doc (Training)

Objectives	Briefing
<p><i>Welcome and introduction [about 10 min.]</i></p> <ul style="list-style-type: none"> – <i>Welcome participants</i> – <i>Start recording the meeting</i> – <i>Thanking participants</i> – <i>Duration</i> 	<p><i>Welcome the participants. At this point all, or at least most, of the participants will have signed the consent forms but, please check and collect new forms where necessary. Remind participants of the audio recording. Start the tape and inform the participants that the recording has begun.</i></p> <p><i>“Welcome back to this second session. This discussion will last about one hour and thirty minutes.</i></p> <p><i>I’d like to remind you to speak in a clear voice; your opinions, experiences and suggestions are very important to this project, and we do not want to miss any of your comments.”</i></p> <p>ONLY if new participants have joined the session explain:</p> <p><i>“As explained and stated on the signed consent form, everything that will be recorded during this session will be kept confidential, i.e. the recorded comments might be used in scientific publications and reports, but only as anonymous quotes. I want you to make sure that you are comfortable enough to share your opinions with all the participants in the group. In order to facilitate this, I would like to ask everyone present to follow these ground rules:</i></p> <ul style="list-style-type: none"> • <i>We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group.</i> • <i>There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other's opinions.</i> • <i>It is important for us that only one person speaks at a time. Each opinion is important and I would kindly request that you don't speak when others are speaking, otherwise it will be difficult for us to capture all of your opinions.</i> • <i>I would also kindly request that you silence your mobile phones and thus provide for an uninterrupted discussion.”</i> <p><i>Check that they have signed the consent form.</i></p> <p><i>“Do you have any comments or other suggestions for these ground rules?”</i></p>

	<p>Do you have any other important general questions before we start?" [...]</p> <p style="text-align: right;"><i>Running total: 10 min</i></p>
<p style="text-align: center;">Objectives</p>	<p style="text-align: center;">Discussion topics</p>
<p>2. Spontaneous reactions [about 20 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> – <i>Determine what:</i> – <i>Resonated i.e. is highly relatable to their professional experience</i> – <i>Surprised – and why i.e. is it because they feel it is irrelevant/never came across it/would find it difficult to implement etc.</i> 	<p>“During this discussion we shall follow a similar structure to the previous one. In this case, we’ll be talking about <u>developing culturally aware disaster preparedness and response training.</u></p> <p>Was there was anything in the presentation we have just had that struck you. Did anything feel relevant to your personal experience or that you were surprised by?”</p> <p>Probe and explore fully</p> <p><i>In this set of questions, the participants should be encouraged to elaborate the underlying reasons for their reactions.</i></p> <ul style="list-style-type: none"> • <i>Resonance will give us ‘easy wins’ and effective comms messages</i> • <i>Anything which provokes surprise may be due to either a lack of relevance (which should be picked up and explored e.g. is it due to: a) that ethnicity not being present in significant numbers/being more integrated into society and therefore less ethnically different) or a lack of conviction that the approach is feasible. If the latter, Why?</i> <p style="text-align: right;"><i>Running total: 30 min.</i></p>
<p>3. Overall reactions to the recommendations [about 15 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> – <i>Determine that recommendations are clear and make sense</i> – <i>Which will make the most noticeable difference and why</i> 	<p>Now I’d like to understand your reactions to the recommendations we’re proposing.</p> <p>Share Showcard 2 reading out further detail from the Recommendations document to ensure full recall and understanding</p> <p>Looking at this, is there anything that does not make sense?</p> <p>Where unclear determine why e.g. is it the wording or that participants do not understand the reasons behind the recommendation, etc.</p> <p>Looking at these recommendations, is there any one (or more) that you feel will make more of a difference? Why?</p> <p>Identify the top recommendation participants feel will have most impact and explore why</p> <p>Which actors/organisations that you think may benefit from having these guidelines?</p>

	<p>Probe to determine whether any other third parties are mentioned apart from Policy-makers and Disaster Managers</p> <p><i>After refreshing recall of the full set of recommendations, this will help confirm resonance or otherwise and determine a ranking in terms of perceived likely impact.</i></p> <p style="text-align: right;"><i>Running total: 45 min.</i></p>
<p>4. Detailed reactions to the individual recommendations [about 30 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> – <i>Validate the recommendations – are they useful</i> – <i>Identify ease of implementation; are there any barriers</i> – <i>Suggestions for improvement</i> 	<p>“Now, I’d like to go through the individual recommendations and get your reactions to each one.”</p> <p>For each recommendation ask:</p> <ul style="list-style-type: none"> - How useful do you think having this recommendation would be to you and your team? - Can you see it being transferred into practice? Would there be any difficulties around this? Which? Explore barriers and determine what can be done to address these - What will be the benefits of implementing this? Probe for tangible differences to outcomes as identified by participants. Encourage participants to give examples from their own experience where doing this would have made a difference - Can it be improved? How and why? <p><i>This section should explore reactions to each recommendation in depth determining drivers, barriers, benefits and suggestions for improvement. These questions should enable us to validate the recommendations, or otherwise.</i></p> <p>If any suggestions for other recommendations are spontaneously mentioned over the course of the discussion, discuss these with the rest of the group to determine relevance and validate accordingly</p> <p style="text-align: right;"><i>Running total: 75 min.</i></p>
<p>5. Suggestions for improvement [about 10 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> – <i>To identify any gaps/recommendations that can be added that are likely to make an impact</i> 	<p>Finally, thinking about the topic, do you think there are any recommendations or guidelines that could be added that have not been included here?</p> <p>Allow for spontaneous response, encourage participants to think of their own experience and probe for motivations and benefits of any suggestions made</p> <p style="text-align: right;"><i>Running total: 85 min.</i></p>

4. Conclusion
[about 2 min]

We are coming to the end of this working group which, I think, has revealed some very interesting insights.

Is there anything that you would like to add?

Anything else that you would like to tell the CARISMAND project team about this topic?

THANK AND CLOSE

Running total: 90 min.

Working Group Session 3a: Cultural values and emotions; (cross-)cultural symbols; “physical” aides and methods

Discussion guideline (120min)

Materials needed: Showcards 3a, Recommendations doc (Cultural values and emotions)

Objectives	Briefing
<p><i>Welcome and introduction [about 10 min.]</i></p> <ul style="list-style-type: none"> – <i>Welcome participants</i> – <i>Obtain signed consent forms (if required)</i> – <i>Start recording the meeting</i> – <i>Thanking participants</i> – <i>Duration – explain that a short coffee break will be given half way through the discussion</i> 	<p><i>Welcome the participants, assign them a seat. Remind them that, the audio recording of the discussion is necessary so as not to miss any of the comments given during the discussions. Start recording the meeting and inform the participants that the recording has begun.</i></p> <p><i>“Welcome back. This discussion will last about two hours. As was the case yesterday, I’d like to remind you that, since we will be audio recording the discussion, I would kindly ask you to speak in a clear voice; your opinions, experiences and suggestions are very important to this project, and we do not want to miss any of your comments. “</i></p> <p>IF new participants have joined explain:</p> <p><i>“As explained and stated on the signed consent form, everything that will be recorded during this session will be kept confidential, i.e. the recorded comments might be used in scientific publications and reports, but only as anonymous quotes. I want you to make sure that you are comfortable enough to share your opinions with all the participants in the group. In order to facilitate this, I would like to ask everyone present to follow these ground rules:</i></p> <ul style="list-style-type: none"> • <i>We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group.</i> • <i>There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other's opinions.</i> • <i>It is important for us that only one person speaks at a time. Each opinion is important and I would kindly request that you don't speak when others are speaking, otherwise it will be difficult for us to capture all of your opinions.</i> • <i>I would also kindly request that you silence your mobile phones and thus provide for an uninterrupted discussion.</i> <p><i>Check that they have signed the consent form</i></p> <p><i>Do you have any comments or other suggestions for these ground rules? Do you have any other important general questions before we start?”</i></p>

	<p>[...]</p> <p style="text-align: right;"><i>Running total: 10 min</i></p>
Objectives	Discussion topics
<p>2. Spontaneous reactions [about 20 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> – <i>Determine what:</i> – <i>Resonated i.e. is highly relatable to their professional experience</i> – <i>Surprised – and why i.e. is it because they feel it is irrelevant/never came across it/would find it difficult to implement etc.</i> 	<p>During this discussion we shall follow a similar structure to the previous one. In this case, we'll be talking about <u>using local knowledge, collective memory and shared cultural values to improve disaster preparedness, response and recovery.</u></p> <p>Was there was anything in the presentation we have just had that struck you. Did anything feel relevant to your personal experience or that you were surprised by?</p> <p>Explore fully</p> <p><i>In this set of questions, the participants should be encouraged to elaborate the underlying reasons for their reactions.</i></p> <ul style="list-style-type: none"> • <i>Resonance will give us 'easy wins' and effective communications messages</i> • <i>Anything which provokes surprise may be due to either a lack of relevance (which should be picked up and explored e.g. is it due to: a) that ethnicity not being present in significant numbers/being more integrated into society and therefore less ethnically different) or a lack of conviction that the approach is feasible. If the latter, Why?</i> <p style="text-align: right;"><i>Running total: 30 min.</i></p>
<p>3. Overall reactions to the recommendations [about 20 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> – <i>Determine that recommendations are clear and make sense</i> – <i>Which will make the most noticeable difference and why</i> 	<p>Now I'd like to understand you reactions to the recommendations we're proposing.</p> <p>Share Showcards 3a reading out further detail from the Recommendations document to ensure full recall and understanding</p> <p>Looking at this, is there anything that does not make sense?</p> <p>Where unclear determine why e.g. is it the wording or that participants do not understand the reasons behind the recommendation, etc.</p> <p>Looking at these recommendations, is there any one (or more) that you feel will make more of a difference? Why?</p> <p>Identify the top recommendation participants feel will have most impact and explore why</p>

	<p>Which actors/organisations that you think may benefit from having these guidelines?</p> <p>Probe to determine whether any other third parties are mentioned apart from Policy-makers and Disaster Managers</p> <p><i>After refreshing recall of the full set of recommendations, this will help confirm resonance or otherwise and determine a ranking in terms of perceived likely impact.</i></p> <p style="text-align: right;"><i>Running total: 50 min.</i></p>
<p>4. Detailed reactions to the individual recommendations [about 45 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> – <i>Validate the recommendations – are they useful</i> – <i>Identify ease of implementation; are there any barriers</i> – <i>Suggestions for improvement</i> – 	<p>Now, I'd like to go through the individual recommendations and get your reactions to each one.</p> <p>For each recommendation ask:</p> <ul style="list-style-type: none"> • How useful do you think having this recommendation would be to you and your team? • Can you see it being transferred into practice? Would there be any difficulties around this? Which? Explore barriers and determine what can be done to address these • What will be the benefits of implementing this? Probe for tangible differences to outcomes as identified by participants. Encourage participants to give examples from their own experience where doing this would have made a difference • Can it be improved? How and why? <p><i>This section should explore reactions to each recommendation in depth determining drivers, barriers, benefits and suggestions for improvement. These questions should enable us to validate the recommendations, or otherwise.</i></p> <p>If any suggestions for other recommendations are spontaneously mentioned over the course of the discussion, discuss these with the rest of the group to determine relevance and validate accordingly</p> <p style="text-align: right;"><i>Running total: 95 min.</i></p>
<p>5. Suggestions for improvement [about 15 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> – <i>To identify any gaps/recommendations that can be added that</i> 	<p>Finally, thinking about the topic, do you think there are any recommendations or guidelines that could be added that have not been included here?</p> <p>Allow for spontaneous response, encourage participants to think of their own experience and probe for motivations and benefits of any suggestions made</p>

<p><i>are likely to make an impact</i></p>	<p><i>Running total: 110 min.</i></p>
<p>4. Conclusion [about 10 min]</p>	<p>We are coming to the end of this working group which, I think, has revealed some very interesting aspects.</p> <p>Is there anything that you would like to add?</p> <p>Anything that you would like to tell the CARISMAND project team about this topic?</p> <p style="text-align: center;">THANK AND CLOSE</p> <p><i>Running total: 120 min.</i></p>

Working Group Session 3b: Involvement of cultural leaders; involvement of specific groups; usage of social media and mobile phone apps

Discussion guideline (120min)

Materials needed: Showcards 3b, Recommendations doc (Involvement of cultural leaders and groups)

Objectives	Briefing
<p><i>Welcome and introduction [about 10 min.]</i></p> <ul style="list-style-type: none"> – <i>Welcome participants</i> – <i>Obtain signed consent forms (if required)</i> – <i>Start recording the meeting</i> – <i>Thanking participants</i> – <i>Duration – explain that a short coffee break will be given half way through the discussion</i> – <i>(Only if new participants have joined the session)</i> – <i>Confidentiality</i> – <i>Ground rules for the discussion</i> – <i>Brief introduction of the participants</i> 	<p><i>Welcome the participants, assign them a seat. Remind them that, the audio recording of the discussion is necessary so as not to miss any of the comments given during the discussions. Start recording the meeting and inform the participants that the recording has begun.</i></p> <p><i>“Welcome back. This discussion will last about two hours. As was the case yesterday, I’d like to remind you that, since we will be audio recording the discussion, I would kindly ask you to speak in a clear voice; your opinions, experiences and suggestions are very important to this project, and we do not want to miss any of your comments.”</i></p> <p>IF new participants have joined explain:</p> <p><i>“As explained and stated on the signed consent form, everything that will be recorded during this session will be kept confidential, i.e. the recorded comments might be used in scientific publications and reports, but only as anonymous quotes. I want you to make sure that you are comfortable enough to share your opinions with all the participants in the group. In order to facilitate this, I would like to ask everyone present to follow these ground rules:</i></p> <ul style="list-style-type: none"> • <i>We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group.</i> • <i>There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other’s opinions.</i> • <i>It is important for us that only one person speaks at a time. Each opinion is important and I would kindly request that you don’t speak when others are speaking, otherwise it will be difficult for us to capture all of your opinions.</i> • <i>I would also kindly request that you silence your mobile phones and thus provide for an uninterrupted discussion.”</i> <p><i>Check that they have signed the consent form</i></p>

	<p>“Do you have any comments or other suggestions for these ground rules? Do you have any other important general questions before we start?” [...]</p> <p style="text-align: right;"><i>Running total: 10 min</i></p>
<p style="text-align: center;">Objectives</p>	<p style="text-align: center;">Discussion topics</p>
<p>2. Spontaneous reactions [about 20 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> – <i>Determine what:</i> – <i>Resonated i.e. is highly relatable to their professional experience</i> – <i>Surprised – and why i.e. is it because they feel it is irrelevant/never came across it/would find it difficult to implement etc.</i> 	<p>During this discussion we shall follow a similar structure to the previous one. In this case, we’ll be talking about <u>using local knowledge, collective memory and shared cultural values to improve disaster preparedness, response and recovery</u></p> <p>Was there was anything in the presentation we have just had that struck you. Did anything feel relevant to your personal experience or that you were surprised by?</p> <p>Explore fully</p> <p><i>In this set of questions, the participants should be encouraged to elaborate the underlying reasons for their reactions.</i></p> <ul style="list-style-type: none"> • <i>Resonance will give us ‘easy wins’ and effective communications messages</i> • <i>Anything which provokes surprise may be due to either a lack of relevance (which should be picked up and explored e.g. is it due to: a) that ethnicity not being present in significant numbers/being more integrated into society and therefore less ethnically different) or a lack of conviction that the approach is feasible. If the latter, Why?</i> <p style="text-align: right;"><i>Running total: 30 min.</i></p>
<p>3. Overall reactions to the recommendations [about 20 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> – <i>Determine that recommendations are clear and make sense</i> – <i>Which will make the most noticeable difference and why</i> 	<p>Now I’d like to understand you reactions to the recommendations we’re proposing.</p> <p>Share Showcards 3a reading out further detail from the Recommendations document to ensure full recall and understanding</p> <p>Looking at this, is there anything that does not make sense?</p> <p>Where unclear determine why e.g. is it the wording or that participants do not understand the reasons behind the recommendation, etc.</p> <p>Looking at these recommendations, is there any one (or more) that you feel will make more of a difference? Why?</p> <p>Identify the top recommendation participants feel will have most impact and explore why</p>

	<p>Which actors/organisations that you think may benefit from having these guidelines?</p> <p>Probe to determine whether any other third parties are mentioned apart from Policy-makers and Disaster Managers</p> <p><i>After refreshing recall of the full set of recommendations, this will help confirm resonance or otherwise and determine a ranking in terms of perceived likely impact.</i></p> <p style="text-align: right;"><i>Running total: 50 min.</i></p>
<p>4. Detailed reactions to the individual recommendations [about 45 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> - <i>Validate the recommendations – are they useful</i> - <i>Identify ease of implementation; are there any barriers</i> - <i>Suggestions for improvement</i> 	<p>Now, I'd like to go through the individual recommendations and get your reactions to each one.</p> <p>For each recommendation ask:</p> <ul style="list-style-type: none"> - How useful do you think having this recommendation would be to you and your team? - Can you see it being transferred into practice? Would there be any difficulties around this? Which? Explore barriers and determine what can be done to address these - What will be the benefits of implementing this? Probe for tangible differences to outcomes as identified by participants. Encourage participants to give examples from their own experience where doing this would have made a difference - Can it be improved? How and why? <p><i>This section should explore reactions to each recommendation in depth determining drivers, barriers, benefits and suggestions for improvement. These questions should enable us to validate the recommendations, or otherwise.</i></p> <p>If any suggestions for other recommendations are spontaneously mentioned over the course of the discussion, discuss these with the rest of the group to determine relevance and validate accordingly</p> <p style="text-align: right;"><i>Running total: 95 min.</i></p>
<p>5. Suggestions for improvement [about 15 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> - <i>To identify any gaps/recommendations that can be added that</i> 	<p>Finally, thinking about the topic, do you think there are any recommendations or guidelines that could be added that have not been included here?</p> <p>Allow for spontaneous response, encourage participants to think of their own experience and probe for motivations and benefits of any suggestions made</p>

<p><i>are likely to make an impact</i></p>	<p><i>Running total: 110 min.</i></p>
<p>4. Conclusion [about 10 min]</p>	<p>We are coming to the end of this working group which, I think, has revealed some very interesting aspects.</p> <p>Is there anything that you would like to add?</p> <p>Anything that you would like to tell the CARISMAND project team about this topic?</p> <p>THANK AND CLOSE</p> <p><i>Running total: 120 min.</i></p>

Working Group Session 4: Improving trust, improving disaster management

Discussion guideline (90min)

Materials needed: Showcard 4, Recommendations doc (Trust)

Objectives	Briefing
<p><i>Welcome and introduction [about 10 min.]</i></p> <ul style="list-style-type: none"> – <i>Welcome participants</i> – <i>Obtain signed consent forms (if required)</i> – <i>Start recording the meeting</i> – <i>Thanking participants</i> – <i>Duration – explain that a short coffee break will be given half way through the discussion</i> – <i>(Only if new participants have joined the session)</i> – <i>Confidentiality</i> – <i>Ground rules for the discussion</i> – <i>Brief introduction of the participants</i> 	<p><i>Welcome the participants. At this point all, or at least most, of the participants will have signed the consent forms.. However, please check and collect signed consent forms if required. Explain to them that, as in the previous working groups, the audio recording of the discussion is necessary so as not to miss any of the comments given during the discussions. Start recording the meeting and inform the participants that the recording has begun.</i></p> <p><i>“Welcome back. This final discussion will last about one hour and thirty minutes.</i></p> <p><i>I’d like to remind you that, since we will be audio recording the discussion, I would kindly ask you to speak in a clear voice; your opinions, experiences and suggestions are very important to this project, and we do not want to miss any of your comments. “</i></p> <p>ONLY if new participants have joined the session explain:</p> <p><i>“As explained and stated on the signed consent form, everything that will be recorded during this session will be kept confidential, i.e. the recorded comments might be used in scientific publications and reports, but only as anonymous quotes. I want you to make sure that you are comfortable enough to share your opinions with all the participants in the group. In order to facilitate this, I would like to ask everyone present to follow these ground rules:</i></p> <ul style="list-style-type: none"> • <i>We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group.</i> • <i>There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other's opinions.</i> • <i>It is important for us that only one person speaks at a time. Each opinion is important and I would kindly request that you don't speak when others are speaking, otherwise it will be difficult for us to capture all of your opinions.</i> • <i>I would also kindly request that you silence your mobile phones and thus provide for an uninterrupted discussion.</i> <p><i>Do you have any comments or other suggestions for these ground rules? Do you have any other important general questions before we start?”</i></p> <p><i>[...]</i></p> <p style="text-align: right;"><i>Running total: 10 min</i></p>
Objectives	Discussion topics

<p>2. Spontaneous reactions [about 20 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> – <i>Determine what:</i> – <i>Resonated i.e. is highly relatable to their professional experience</i> – <i>Surprised – and why i.e. is it because they feel it is irrelevant/never came across it/would find it difficult to implement etc.</i> 	<p><u>“During this discussion we’ll be talking about engaging in activities and developing strategies aimed at improving trust between citizens and authorities</u></p> <p>Firstly, I’d like to talk about the presentation we just heard. Was there anything in the presentation that struck you? Maybe you felt that something resonated strongly with your personal experience or that you were surprised by?”</p> <p>Probe and explore fully</p> <p><i>In this set of questions, the participants should be encouraged to elaborate the underlying reasons for their reactions.</i></p> <ul style="list-style-type: none"> • <i>Resonance will give us ‘easy wins’ and effective communications messages</i> • <i>Anything which provokes surprise may be due to either a lack of relevance (which should be picked up and explored e.g. is it due to: a) that ethnicity not being present in significant numbers/being more integrated into society and therefore less ethnically different) or a lack of conviction that the approach is feasible. If the latter, Why?</i> <p style="text-align: right;"><i>Running total: 30 min.</i></p>
<p>3. Overall reactions to the recommendations [about 15 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> – <i>Determine that recommendations are clear and make sense</i> – <i>Which will make the most noticeable difference and why</i> 	<p>“Now I’d like to understand your reactions to the recommendations we’re proposing.</p> <p>Share Showcard 4 reading out further detail from the Recommendations document to ensure full recall and understanding</p> <p>Looking at this, is there anything that does not make sense?</p> <p>Where unclear determine why e.g. is it the wording or that participants do not understand the reasons behind the recommendation, etc.</p> <p>Looking at these recommendations, is there any one (or more) that you feel will make more of a difference? Why?</p> <p>Identify the top recommendation participants feel will have most impact and explore why</p> <p>Which actors/organisations that you think may benefit from having these guidelines?”</p> <p>Probe to determine whether any other third parties are mentioned apart from Policy-makers and Disaster Managers</p> <p><i>After refreshing recall of the full set of recommendations, this will help confirm resonance or otherwise and determine a ranking in terms of perceived likely impact.</i></p> <p style="text-align: right;"><i>Running total: 45 min.</i></p>

<p>4. Detailed reactions to the individual recommendations [about 30 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> – <i>Validate the recommendations – are they useful</i> – <i>Identify ease of implementation; are there any barriers</i> – <i>Suggestions for improvement</i> 	<p>Now, I'd like to go through each of these individual recommendations and get your reactions to each one.</p> <p>For each recommendation ask:</p> <ul style="list-style-type: none"> • How useful do you think having this recommendation would be to you and your team? • Can you see it being transferred into practice? Would there be any difficulties around this? Which? Explore barriers and determine what can be done to address these • What will be the benefits of implementing this? Probe for tangible differences to outcomes as identified by participants. Encourage participants to give examples from their own experience where doing this would have made a difference • Can it be improved? How and why? <p><i>This section should explore reactions to each recommendation in depth determining drivers, barriers, benefits and suggestions for improvement. These questions should enable us to validate the recommendations, or otherwise.</i></p> <p>If any suggestions for other recommendations are spontaneously mentioned over the course of the discussion, discuss these with the rest of the group to determine relevance and validate accordingly</p> <p style="text-align: right;"><i>Running total: 75 min.</i></p>
<p>5. Suggestions for improvement [about 10 min]</p> <p><i>Question aims:</i></p> <ul style="list-style-type: none"> – <i>To identify any gaps/recommendations that can be added that are likely to make an impact</i> 	<p>Finally, thinking, do you think there are any recommendations or guidelines that could be added that have not been included here?</p> <p>Allow for spontaneous response, encourage participants to think of their own experience and probe for motivations and benefits of any suggestions made.</p> <p style="text-align: right;"><i>Running total:85 min.</i></p>
<p>4. Conclusion [about 2 min]</p>	<p>We are coming to an end of this working group which, I think, has revealed some very interesting insights.</p> <p>Is there anything that you would like to add?</p> <p>Anything that you would like to tell the CARISMAND project team about this topic?</p> <p style="text-align: center;">THANK AND CLOSE</p> <p style="text-align: right;"><i>Running total: 90 min.</i></p>

Appendix 3: Consent form

CARISMAND Cimeira de Cidadãos

Formulário de consentimento para a participação nas discussões de grupo

Nome do participante: _____

Cartão de Cidadão nº: _____

Eu, abaixo assinado, dou o meu consentimento para a gravação audio das discussões nos grupos de trabalho e comprometo-me a manter secreta e confidencial toda e qualquer informação a que tenha acesso durante as referidas discussões.

Fui informado que estes grupos de trabalho são parte do projeto CARISMAND (Gestão de Risco e Cultura em desastres naturais e de origem humana) – um projeto colaborativo co-fundado pela União Europeia dentro do Programa Horizonte2020.

Dou o meu acordo para que as minhas opiniões e ideias expressadas durante estes grupos de trabalho, sejam apenas utilizadas para os propositos do projeto CARISMAND, de uma forma anónima, pelos membros do projeto CARISMAND e outros investigadores. Todas as minhas respostas serão mantidas em segurança. Os registos agora recolhidos serão guardados por um período de cinco anos após a conclusão do projeto de acordo com os requisitos da Comunidade Europeia.

A minha participação é voluntária e entendo que sou livre de me retirar em qualquer momento, sem necessidade de qualquer justificação. Poderei também em qualquer momento solicitar o acesso, retificação, supressão, limitação de tratamento, oposição ao tratamento dos meus dados dirigindo-me a: Prof. GP Mifsud Bonnici Faculty of Law University of Groningen, Oude Kijk in 't Jatstraat 26, 9712EK Groningen, The Netherlands. Poderei também em qualquer momento apresentar queixa à Comissão Nacional de Proteção de Dados (<https://www.cnpd.pt/index.asp>).

Assim declaro que compreendo as condições de participação e que aceito fazer parte destes grupos de trabalho.

Data

Assinatura

Appendix 4: Show cards

SHOWCARD 1: ETHNICITY

- Adapt communication styles for specific ethnic groups (e.g. African, Arab-American/Arab-European, Asian-Indian, Chinese-American/Chinese-European)
- In recovery plans, include detailed instructions for practitioners and volunteers to cater for different culinary requirements of different ethnic groups.
- Monitor tendencies like the growth of nationalist sentiments, increasing marginalisation or ethnic tensions, which may arise in disaster recovery camps.

SHOWCARD 2i: TRAINING

Related to organisational issues/logistics

- To improve acceptance of educators in disaster awareness and preparedness; use the potential of peer education
- Take into account that cultural training requires specialist knowledge – not always available at all locations
- Develop a culture training resource centre for disasters to ensure that disaster practitioners and volunteers integrate cultural factors in daily practices and develop and integrate a module on cultural competencies for respective training programmes

SHOWCARD 2ii: TRAINING

Specific types or methods

- Large scale training to combine skills training with fostering social cohesion
- Community workshops for disaster preparedness to build a collective memory of local disaster risks
- Enhance disaster preparedness in specific cultural groups by employing virtual reality as a training method.

SHOWCARD 2iii: TRAINING

Implementation related to aims of culturally aware training

- Citizens from all cultural backgrounds should be involved in the planning of emergency and disaster response activities
- Allow citizens to participate in disaster simulation exercises aiming to strengthen the solidarity and sense of community amongst citizens
- Use disaster simulation exercises, in contrast to emergency drills for practitioners only, to increase mutual understanding between practitioners and citizens
- Help citizens establish self control and facilitate empowerment in case of a disaster by encouraging them in training activities and promotion campaigns to reflect and build on personal skills they already have

SHOWCARD 3a: Cultural values and emotions

- Using cultural values and related emotions
- Using cross-cultural symbols
- Physical aides and methods

SHOWCARD 3b: Involvement of cultural leaders and specific groups

- Identifying, engaging and cooperating with cultural stakeholders/cultural leaders
- Using children as communicators and multipliers
- Communication with elderly people
- Communication with foreigners
- Using social media and mobile phone apps

SHOWCARD 4i: TRUST

Implementation related to different levels of citizens' trust

- With local authorities, investigate levels of trust in authorities for different groups. Develop guidelines and procedures accordingly
- Manage the trust levels of the different cultural groups prior to disaster
- Make use of high levels of trust that settled migrants or expatriates put in authorities and encourage them to help as informal liaison persons

SHOWCARD 4ii: TRUST

Related to media cooperation

- Scrutinise the actions of decision-makers, investigating the causes of a disaster and presenting actions truthfully and openly to improve citizens' trust
- Create and manage trustworthy social media profiles for information dissemination
- Promote citizens' trust in emergency services by making training efforts more public
- Improve citizens' trust by instilling collective identification and national pride, increase visibility of disaster authorities
- Use social media to regain citizens' trust by taking up the role of a trustworthy information provider

SHOWCARD 4iii: TRUST

Others

- Highlight the fact that disaster practitioners provide both physical and emotional help
- Investigate role of trust in the disaster preparedness phase – as a cooperation between practitioners and researchers

Appendix 5: Revised Toolkit recommendations

Recommendation:

Develop guidelines for disaster practitioners that take into consideration the different needs of and approaches to different ethnical groups

Whereas ethnicity in itself is not an indicator of specific attitudes, perceptions and/or behaviours, there are mainstream ethnicity-related cultures that are based, e.g., upon shared educational systems, political and historical backgrounds, worldviews, religions, national cultural values and traditions. Such cultural factors require specific communication and behavioural strategies, which should be carefully developed and implemented to improve the situation of all affected ethnical groups in a disaster (D7.3).

Applicable to:

Actor: Policy-makers and Disaster managers

Phase: Prevention, Response, Recovery

Situation: Natural disaster, Man-made non-intentional disaster and Man-made intentional disasters

Recommendations for implementation related to specific communication styles for specific ethnical groups:

A) Adapt communication styles to specific ethnical groups, for example:

A1. African population groups:

- Expect open and honest communication;
- Are acutely sensitive towards mistreatment and inconsideration;
- Are less forthcoming in seeking help outside their community;
- Disaster practitioners should take into consideration the importance that faith, religion and religious organisations play within the community, and the psycho-social strength derived from it;
- Culturally appropriate training should be provided through the use of community-based organisations;
- Support mechanisms offered by religious organisations should be used;
- The informal support networks established between extended family members, neighbours, co-workers, church members etc. should be used.

A2. Arab-American and Arab-European population groups:

- Use less personal space and physical closeness to interlocutors (unless of different gender);
- Foster affiliative behaviour and discourse, cordial and no-hurried relations;
- Communications with victims need to adapt to mood, comfort level, setting, pressures and influences surrounding them;
- Use word pictures and imagery;
- Use of metaphors, proverbs, sayings, symbolic and poetic language is appreciated in traditional, conservative environments;
- Respect for figures of accepted authority, the elderly and the wise;
- Respect social status and social divisions.

A3. Asian-Indian population groups:

- Provide cultural immersion training before actual interventions;
- Communication through family representatives is preferred;
- Non-verbal communication, especially through eyes and face, is an important characteristic (what words fail to convey is told through gestures and body movements);
- Physical touching is not so common;
- When gesturing, make sure to use palms facing down as palms facing up are considered disrespectful;
- Avoid giving and receiving objects with left hand (used for cleaning body parts);
- Not looking at the addressee is a sign of respect;
- Amulets must not to be removed.

A4. Chinese-American and Chinese-European population groups:

- Communicate with the help of acknowledged figures of authority within the community;
- Focus messages on community resilience and wellbeing;
- Use a restrained tone and talking style;
- Use task-orientated communication.

These are only very broadly defined groups. Identify more specific ethnic groups in your local area and develop, by integrating volunteers from these groups, specific guidelines for communication which are adapted to these groups' specific cultural understandings.

Source: Deliverable 8.1: Report on risk communication models and best-practices in disaster management
Deliverable 5.12: Report on Stakeholder Assembly 3 (Portugal)

- B) Adapting communication styles is not only essential when communicating with different ethnic groups in your home country, but also when deployed for disaster aid in a foreign country. Learn about, practice and drill these skills in advance, i.e., before a deployment abroad. Involve volunteers from different ethnic backgrounds in these drills to ensure that specific needs are well understood and addressed.

Source: Deliverable 5.12: Report on Stakeholder Assembly 3 (Portugal)

Other recommendations for implementation related to ethnicities:

- A) To ensure social peace and respect of the social identity of disaster victims, include in recovery plans detailed instructions for practitioners and volunteers regarding different basic life requirements of different ethnic groups, e.g., catering, personal hygiene, clothing, medical care, social organisation, treatment of the dead.

Source: Deliverable 2.2: Reports on systems and processes in disaster management
Deliverable 5.12: Report on Stakeholder Assembly 3 (Portugal)

- B) Understanding the role of local identities in the development of discord and violence is an important factor for the prevention of many man-made disasters, e.g., through early detection of radicalisation. Tendencies like increasing marginalisation or ethnic tensions, which may arise in disaster recovery camps or areas that have been struck by a disaster, should be monitored.

Source: Deliverable 7.3: Report on cultural factors and citizen empowerment

Deliverable 5.12: Report on Stakeholder Assembly 3 (Portugal)

Recommendation:

Develop culturally aware disaster preparedness and response training

Disaster preparedness and response training activities should take into account different cultural factors and the needs of different cultural groups in a disaster situation. Such activities should make specific use of the strengths and opportunities that culturally aware disaster training programs provide. At the same time, due to constant cultural change in societies, it has to be ensured that training issues in disaster response related to different cultural groups / cultural factors are frequently re-evaluated and adapted. To meet expectations of the general public, citizens should be invited to participate in disaster preparedness training activities, e.g. emergency drills or workshops, at least every 1-2 years.

Applicable to:

Actor: Policy-makers and Disaster managers

Phase: Preparedness, Response

Situation: Natural disaster, Man-made non-intentional disaster and Man-made intentional disasters

Recommendations for implementation related to specific types or methods of training:

A) Organise large-scale training events, e.g. First Aid and CPR training in sports arenas, to combine skills training with fostering social cohesion amongst citizens from different cultural backgrounds (e.g., but not limited to, different ethnicities, worldviews, or educational backgrounds), and use these events to identify specific cultural needs (e.g., different communication styles).

Source: Deliverable 5.3: Report on Citizen Summit 1 (Romania)

Deliverable 8.1: Report on risk communication models and best-practices in disaster management

B) Organise community workshops for disaster preparedness where the participants build, or re-build, a collective memory of local disaster risks through the use of historical artefacts and pictures, to encourage citizens via these collective exercises to take up responsibility and action through a shared cultural identity.

Source: Deliverable 5.11: Report on Stakeholder Assembly 2 (Italy)

C) To enhance disaster preparedness in specific cultural groups, e.g. people who are engaged frequently in multi-player online games, employ virtual reality as a training method. This could, e.g., be achieved by cooperating with the designers/developers of multi-player games.

Source: Deliverable 4.2: Report on “risk cultures” in the context of disasters

Recommendations for implementation related to organisational / logistics issues:

D) To improve acceptance of educators in disaster awareness and preparedness activities, use the potential of peer education, i.e. engage peers as educators for training of citizens within the same cultural group, with the same social status, the same age group, and/or the same religious or ethnic background.

Source: Deliverable 5.11: Stakeholder Assembly 2 (Italy)

E) Taking into account that cultural training requires specialist knowledge, which may not always be available in all locations of disaster management institutions, and to ensure that all practitioners “speak the same language” related to cultural issues, develop a (national) culture training resource centre for disasters, where specialised cultural training for practitioners can be conducted centrally, and with specialist trainers who can be deployed for local events across a wider area.

Source: Deliverable: 2.1: Report on actors in disaster management

Deliverable 5.12: Report on Stakeholder Assembly 3 (Portugal)

- F) To ensure that disaster practitioners and volunteers integrate cultural factors in their daily practices, develop and integrate a module on cultural competencies for the respective training programs.

Source: Deliverable 6.1: Report on European fundamental rights in disaster situations
Deliverable 6.2: Report on fundamental rights in disaster situations in selected national legislations

Recommendations for implementation related to aims of culturally aware training:

- G) Citizens from all cultural (including immigrant) backgrounds should be involved in the planning of emergency and disaster response activities, i.e. before a disaster occurs, to ensure that practitioners learn early about these differences and adapt the guidelines and procedures accordingly.

Source: Deliverable 5.5: Report on Citizen Summit 3 (Italy)
Deliverable 5.6: Report on Citizen Summit 4 (Germany)

- H) Encourage citizens to participate in disaster simulation exercises, aiming to strengthen the solidarity and sense of community amongst citizens before a disaster occurs.

Source: Deliverable 5.5: Report on Citizen Summit 3 (Italy)
Deliverable 5.6: Report on Citizen Summit 4 (Germany)

- I) Use disaster simulation exercises, in contrast to emergency drills for practitioners only, as an opportunity to increase mutual understanding between practitioners and citizens, as a learning experience for both, and to improve mutual trust.

Source: Deliverable 5.5: Report on Citizen Summit 3 (Italy)
Deliverable 5.6: Report on Citizen Summit 4 (Germany)
Deliverable 5.11: Report on Stakeholder Assembly 2 (Italy)

- J) Make citizens partners rather than “obstacles”. To help citizens establish self-control and facilitate empowerment in case of a disaster, encourage them in training activities and promotional campaigns to reflect and build upon personal skills they already have that could be useful in a disaster, e.g. technical skills, organising talent or detailed local knowledge.

Source: Deliverable 5.4: Report on Citizen Summit 2 (Malta)
Deliverable 5.12: Report on Stakeholder Assembly 3 (Portugal)

Recommendation:

Use cultural factors to improve the effectiveness of disaster communication

Disaster risk communication and disaster communication during the response and recovery phase should use cultural factor to improve effectiveness. Measures range from using cultural symbols and values, and related emotions, for enhancement to identifying and implementing the respective communication channels preferred by different cultural groups. Generally, a proactive strategy of communication and consultation with the various cultural stakeholders and cultural groups should be fostered (D6.1, D6.2).

Applicable to:

Actor: Policy-makers and Disaster managers

Phase: Preparedness, Response, Recovery

Situation: Natural disaster, Man-made non-intentional disaster and Man-made intentional disasters

Recommendations for implementation by using cultural values and related emotions:

- A) When making leaflets or similar material, whether in print or digital formats, position pictures that instigate negative emotions for the targeted cultural group on the front, as this will enhance preparedness, and position the pictures that instigate positive emotions next to recommendations.

Source: Deliverable 4.2: Report on “risk cultures” in the context of disasters

- B) In order to make information about disaster risk more salient and meaningful across different cultural groups, it should have an affective code, for instance, by using different symbols to emphasise important details, using letter grades to mark safety data, and/or adding affective descriptions alongside numbers (e.g., excellent, good).

Source: Deliverable 4.2: Report on “risk cultures” in the context of disasters

- C) To ensure that citizens with different worldviews and lifestyles are reached out to in disaster preparedness communication, use both time frames: mention immediate consequences, but also life-time concerns.

Source: Deliverable 4.2: Report on “risk cultures” in the context of disasters

- D) To improve behavioural change in disaster preparedness, promote a “culture to help” by embedding shared cultural values (e.g. Mediterranean family value, or collective memory of neighbourhood help in previous disasters) in behavioural guidelines such as information leaflets or other campaigns.

Source: Deliverable 5.4: Report on Citizen Summit 2 (Malta)

- E) Design information brochures that appeal to citizens’ feelings, which are more likely to activate or change behaviour, rather than merely providing “facts” about disaster risks. For example, use altruistic emotions, which are part of cultural value systems, to enhance motivation for preparedness, i.e. appeal to citizens’ feelings of responsibility towards vulnerable others, e.g. family or community members, as a motivator that is stronger than self-protection.

Source: Deliverable 4.2: Report on “risk cultures” in the context of disasters

Deliverable 5.5: Report on Citizen Summit 3 (Italy)

Deliverable 5.6: Report on Citizen Summit 4 (Germany)

Recommendations for implementation by using (cross-)cultural symbols:

- A) Generally, communication and information campaigns aiming to advise different cultural groups about the disaster risks in their area should be accessible in different languages and through easily understandable (i.e. cross-culturally valid) drawings/symbols to avoid miscommunication, translation errors and semantics misinterpretation in sending messages to citizens with different cultural backgrounds. Such cross-cultural symbols could, e.g., be developed and tested in cooperation with other

disaster management authorities across different countries, aiming to establish an “international glossary” of cross-culturally valid safety symbols.

Source: Deliverable 3.3: Report on the impact of best practices prototype implementation
Deliverable 8.1: Report on risk communication models and best-practices in disaster management
Deliverable 5.12: Report on Stakeholder Assembly 3 (Portugal)

- B) To make use of emotions and cultural identification, information should not consist only of statistical data and “dry” facts but should incorporate narratives, e.g., from other victims that the members of the target group can identify themselves with, or community members.

Source: Deliverable 4.2: Report on “risk cultures” in the context of disasters

- C) Cross-cultural symbols (e.g., the use of icons) should be thoroughly tested before implementation in different languages / nationalities, and with people from different socio-economic and cultural backgrounds.

Source: Deliverable 5.11: Report on Stakeholder Assembly 2 (Italy)

Recommendations for implementation by using “physical” aides and methods:

- A) To increase the display / visibility of information about disaster preparedness, make use of public or semi-public spaces (e.g., busses, waiting halls, entrance areas of sports stadiums, shopping centres, concert halls), but also private spaces (e.g., hotel lobbies).

Source: Deliverable 5.6: Report on Citizen Summit 4 (Germany)

- B) To improve personal preparedness, promote the setup of personal emergency plans by encouraging family discussions about emergency contacts, meeting points, means of communication, and provide simple reminder “templates” that can be filled and kept (e.g., as a pic on the mobile phone, in the purse, or to stick on the fridge).

Source: Deliverable 5.4: Report on Citizen Summit 2 (Malta)

- C) To improve citizens’ quick and appropriate response in case of a disaster, develop information campaigns that focus specifically on and promotes the identification of “safe spots” or “safe zones” in their homes, their workplaces, and their local area, categorised by (locally relevant) type of disaster.

Source: Deliverable 5.3: Report on Citizen Summit 1 (Romania)

- D) To meet citizens’ expectations, provide paper-based information at least once per year, e.g., brochures or leaflets about how to prepare themselves and their family / friends for disasters. This can also be linked with specific initiatives to raise interest and increase impact. Online information is not enough.

Source: Deliverable 5.5: Report on Citizen Summit 3 (Italy)

Deliverable 5.6: Report on Citizen Summit 4 (Germany)

Deliverable 5.12: Report on Stakeholder Assembly 3 (Portugal)

- E) Establish what communication channels will be used in case of a disaster, test them regularly, and ensure that they are accepted and used by the target groups (e.g., train people to use Facebook).

Source: Deliverable 8.1: Report on risk communication models and best-practices in disaster management

- F) To educate the different target groups about the importance of disaster management and possible coping mechanisms, use also non-traditional ways, e.g. role modelling, soap operas, etc.

Source: Deliverable 3.1: Report on technologies use and cultural factors

Deliverable 5.6: Report on Citizen Summit 4 (Germany)

- G) Explore the possibility of using Bluetooth beacons for push messages that provide information about emergency procedures in the entrance areas or focal spots in mass gathering locations, or when entering tourist attractions, the latter ideally in multiple languages.

Source: Deliverable 5.11: Report on Stakeholder Assembly 2 (Italy)

- H) Get in contact with providers of free WiFi in public and private spaces, and ask them for their cooperation by advertising a link to disaster preparedness/response related information sources when a user connects to this WiFi network.

Source: Deliverable 5.12: Report on Stakeholder Assembly 3 (Portugal)

- I) Use games and gaming culture to educate and communicate with specific target groups, and to showcase the risks and realities of disasters.

Source: Deliverable 3.2: Report on best and emerging practices of technologies for disaster risk management and their adaptation to different cultural groups

Recommendations for implementation by identifying, engaging and cooperating with cultural stakeholders / “cultural leaders”:

- A) Cooperate with clubs and associations, where members share a specific activity or interest, to disseminate information about disaster preparedness, and recruit their members as proponents/“multipliers”. Cooperate with local Councils to identify such groups which may exist in their area.

Source: Deliverable 5.11: Report on Stakeholder Assembly 2 (Italy)

Deliverable 5.12: Report on Stakeholder Assembly 3 (Portugal)

- B) Identify groups who share a passion (e.g., sport, hobby) and build on their existing dynamic / team cohesion, i.e. encourage their team leaders to incorporate disaster preparedness in the group’s set of already existing common goals.

Source: Deliverable 5.11: Report on Stakeholder Assembly 2 (Italy)

- C) Ask providers of computer courses to include the use of / access to websites and social media which provide disaster-related information (e.g., websites or social media sites of Civil Protection) as practical examples in their lessons.

Source: Deliverable 5.5: Report on Citizen Summit 3 (Italy)

Deliverable 5.6: Report on Citizen Summit 4 (Germany)

- D) Cooperate with gyms for the recruitment of volunteers and motivators in disaster preparedness activities.

Source: Deliverable 5.6: Report on Citizen Summit 4 (Germany)

- E) Involve stewards in sports stadiums or other large-scale events, e.g. concerts, who are often trained in safety procedures and wear uniforms which are a visual sign of organised help, in disaster preparedness activities.

Source: Deliverable 5.5: Report on Citizen Summit 3 (Italy)

Deliverable 5.12: Report on Stakeholder Assembly 3 (Portugal)

- F) Cooperate with and make use of the skills of hotel, building and shopping centre managers, who combine managerial qualities with specific building / construction knowledge, involve them in disaster planning, and use them to communicate safety procedures.

Source: Deliverable 5.5: Report on Citizen Summit 3 (Italy)

Deliverable 5.12; Report on Stakeholder Assembly 3 (Portugal)

- G) To foster the fast distribution of disaster information or alerts / warnings, identify and recruit “online volunteers”, e.g. through adverts/banners on social media sites, who would be willing to take up the role of an information distributor in a disaster (risk) situation, using their personal online social networks.

Source: Deliverable 5.3: Report on Citizen Summit 1 (Romania)

Recommendation for implementation by using children as communicators and multipliers:

- A) Develop, in cooperation with educators and psychologists, specific information modules and practical drills that are adapted to the capabilities of young children, and implement/promote them in relevant sites, e.g. both public and private kindergartens.

Source: Deliverable 5.3: Report on Citizen Summit 1 (Romania)
Deliverable 5.4: Report on Citizen Summit 2 (Malta)
Deliverable 5.5: Report on Citizen Summit 3 (Italy)
Deliverable 5.6: Report on Citizen Summit 4 (Germany)
Deliverable 5.11: Report on Stakeholder Assembly 2 (Italy)
Deliverable 7.3: Report on cultural factors and citizen empowerment

- B) Children should be involved in risk and disaster management to make the processes more robust and demonstrate greater legitimacy. Such involvement could be achieved by, e.g., using creative arts methodologies.

Source: Deliverable 7.3: Report on cultural factors and citizen empowerment

- C) Make use of the potential of bi/multi-lingual children as key communicators by contacting school teachers to identify them and provide them with bi/multi-lingual information material about disaster preparedness for their parents who may not speak the local language and / or are suspicious towards authorities.

Source: Deliverable 5.4: Report on Citizen Summit 2 (Malta)
Deliverable 5.11: Report on Stakeholder Assembly 2 (Italy)

- C) Work together with local scouts groups for:

- scouts leaders organising training/drills for kids;
- kids learning how to help other kids; and
- kids “teaching” their parents.

Source: Deliverable 5.4: Report on Citizen Summit 2 (Malta)
Deliverable 5.11: Report on Stakeholder Assembly 2 (Italy)

- D) Children’s existing capacities should be nurtured and can support more effective disaster management during all disaster stages. Children can, e.g., pass on information to and involve other family members in disaster awareness raising and planning.

Source: Deliverable 7.3: Report on cultural factors and citizen empowerment

- E) Disaster risk reduction policies should include educating children about disaster risks to reduce their vulnerability. Children tend to have a clear and uncluttered view about risks, and their creativity, open-mindedness and enthusiasm can make them catalysts for change.

Source: Deliverable 7.3: Report on cultural factors and citizen empowerment

Recommendation for implementation related to communication with elderly people:

- A) Generally, elderly people are to be seen, heard and understood, have equal access to essential support services and their potential and contribution recognised, valued and supported. This should include adequate consultation and inclusion of older people. For example, they could contribute to conflict resolution and community justice, and they should be encouraged to pass their experience-based coping capacities on to the community, with regard to, e.g., traditional survival systems and appropriate technologies.

Source: Deliverable 7.3: Report on cultural factors and citizen empowerment

- B) To reduce the vulnerability of isolated elderly people who may misjudge the risks during an ongoing disaster, which is less “disruptive” regarding everyday routines, e.g. heatwaves or flu epidemics, sensitise those people who may be their only frequent social contact, e.g. small kiosk owners or meal-on-wheel staff, by providing them with basic behavioural / communication guidelines.

Source: Deliverable 5.11: Report on Stakeholder Assembly 2 (Italy)

- C) Sensitise vulnerable “active pensioners” who may overestimate their own physical capabilities to better protect themselves, by disseminating information via, e.g., charity shops, computer courses for the elderly, or sports groups for pensioners, and use them as information disseminators within their age group.

Source: Deliverable 5.3: Report on Citizen Summit 1 (Romania)

Deliverable 5.4: Report on Citizen Summit 2 (Malta)

Deliverable 5.11: Report on Stakeholder Assembly 2 (Italy)

- D) Use the potential of Senior Citizens Organisations and Universities of the Third Age as sources for getting in touch with active pensioners and encourage them to learn and get engaged in disaster preparedness activities.

Source: Deliverable 5.5: Report on Citizen Summit 3 (Italy)

Recommendation for implementation related to communication with foreigners:

- A) Cooperate with entities which employ or are in close contact with foreigners/expatriates, (e.g., foreign embassies, chambers of commerce, and/or foreign companies with expatriate staff), to provide their members/employees with disaster-related information and disaster preparedness advice in their respective foreign language.

Source: Deliverable 5.11: Report on Stakeholder Assembly 2 (Italy)

- B) Encourage private language schools, which teach the local language to foreigners, to include disaster preparedness and response related topics, e.g., emergency contact numbers, procedures, symbols, in their course material.

Source: Deliverable 5.12: Report on Stakeholder Assembly 3 (Portugal)

- C) In tourism areas, encourage hotel, camping site and B&B owners to not only inform their guests about local attractions, but also to include in their “welcome/information pack” guidance about local emergency contacts and local procedures in case of a disaster.

Source: Deliverable 5.4: Report on Citizen Summit 2 (Malta)

Deliverable 5.12: Report on Stakeholder Assembly 3 (Portugal)

- D) Identify language barriers where interpreters may know the respective common language but need to translate information where they may not know the correct words or phrasing in disaster response; ensure such interpreters receive specific training and have the appropriate linguistic and “technical” background in disaster communication.

Source: Deliverable 5.11: Report on Stakeholder Assembly 2 (Italy)

- E) In multi-cultural areas and touristic regions, focus on the development and usage of mobile phone-based technologies which provide foreigners with multi-lingual messages containing emergency information.

Source: Deliverable 5.11: Report on Stakeholder Assembly 2 (Italy)

Recommendation for implementation by using social media and mobile phone apps:

- A) To encourage citizens to submit information to authorities in disaster situations, e.g., via crowdsourcing, but also to provide incident-related individual information, use specifically designed mobile phone apps rather than social media.
Source: Deliverable 5.5: Report on Citizen Summit 3 (Italy)
Deliverable 5.6: Report on Citizen Summit 4 (Germany)
- B) If it is intended to merely provide information to citizens, rather than citizens submitting information to authorities, or information exchange between citizens, both social media and mobile phone apps are equally useful.
Source: D5.5: Report on Citizen Summit 3 (Italy)
D5.6: Report on Citizen Summit 4 (Germany)
- C) To foster information spread across different communities, local disaster responders should try to become members of “online neighbourhood watch groups”, e.g., Facebook groups, and make use of the extensive network between such groups (via citizens who move their homes but stay in touch with their previous local communities online).
Source: Deliverable 5.5: Report on Citizen Summit 3 (Italy)
- D) Set up or improve the Facebook presence of disaster authorities, to build and make use of citizens’ trust in authorities’ information sources online.
Source: Deliverable 5.5: Report on Citizen Summit 3 (Italy)
Deliverable 5.6: Report on Citizen Summit 4 (Germany)
- E) To improve perceived usefulness and acceptance, any mobile phone app specifically designed for disaster-related information should:
- be seen to be led by public authorities, either on national or even supra-national (e.g., EU) level;
 - allow authority-to-citizen, citizen-to-authority, and ideally also citizen-to-citizen communication;
 - not only be useful in disaster response but also provide information in disaster preparedness; and
 - be pre-installed when purchasing a new mobile phone.
- Source:** Deliverable 5.5: Report on Citizen Summit 3 (Italy)
Deliverable 5.11: Report on Stakeholder Assembly 2 (Italy)
- F) To reach those citizens who are not active or frequent social media users but still frequent mobile phone users, make disaster-related information available via mobile phone apps.
Source: Deliverable 5.5: Report on Citizen Summit 3 (Italy)
Deliverable 5.6: Report on Citizen Summit 4 (Germany)
- G) Accept the risk of providing redundant information due to the existing multitude of social media channels and mobile phone apps and, rather than attempting to avoid redundancy, perceive overlapping information streams as a strength, given that cultural groups and cultural factors overlap as well.
Source: Deliverable 5.11: Report on Stakeholder Assembly 2 (Italy)

Recommendation:

Engage in activities and develop strategies aiming to improve trust between citizens and authorities

Trust between citizens and authorities is not only needed for effective disaster and disaster risk communication, but citizens' trust also plays an important role when rescuers take rapid decisions respecting human dignity and fundamental rights. Governments, public institutions, Disaster Management Authorities and companies involved in hazardous activities should engage in activities and develop strategies that aim to win, improve, and maintain citizens' trust. It is very easy to lose sight of the importance of trust in day-to-day practice. It is important to implement guidelines which address this topic explicitly and prominently (D7.3, D5.12).

Applicable to:

Actor: Policy-makers and Disaster managers

Phase: Prevention, Preparedness, Response, Recovery

Situation: Natural disaster, Man-made non-intentional disaster and Man-made intentional disasters

Recommendations for implementation related to different levels of citizens' trust:

C) Try to establish (e.g., from feedback, research carried out by local authorities, research organizations, or the media) whether there are substantially large groups in the community that have different levels of trust in authorities. In case of a disaster, communities with a medium level of trust are likely to follow instructions. Communities with very high or very low levels of trust are less likely to follow instructions. Develop guidelines and procedures for disaster practitioners which take these different reactions by citizens into account.

Source: Deliverable 4.2: Report on "risk cultures" in the context of disasters

D) Manage the trust levels of the different cultural groups prior to disaster. If trust levels are low, implement educational measures for preparedness. High trust levels may result in a failure to take precautionary measures; in such cases, specify outcomes that are not the responsibility of the authorities but require citizens' actions.

Source: Deliverable 4.2: Report on "risk cultures" in the context of disasters

E) Make use of high levels of trust that migrants or expatriates (who are settled and strongly identify themselves with their new home) put in authorities by identifying such persons and encouraging them to help as informal liaison persons who can mediate between citizens and disaster managers.

Source: Deliverable 5.6: Report on Citizen Summit 4 (Germany)

Recommendations for implementation related to media cooperation:

A) The way in which the media report on disasters can have a powerful effect on the trust that citizens have in authorities. To improve citizens' trust, make sure to investigate the causes of a disaster and present your actions during the disaster truthfully and openly and inform the media in a timely manner.

Source: Deliverable 7.3: Report on cultural factors and citizen empowerment

Deliverable 8.1: Report on risk communication models and best-practices in disaster management

- B) Create and upkeep trustworthy social media profiles for information dissemination, so that target groups know where to search for adequate information in times of disaster.
Source: Deliverable 3.2: Report on best and emerging practices of technologies for disaster risk management and their adaptation to different cultural groups
- C) Promote citizens' trust in emergency services by making their training efforts more public, e.g. through promoting emergency drills via traditional and social media.
Source: Deliverable 5.5: Report on Citizen Summit 3 (Italy)
Deliverable 5.6: Report on Citizen Summit 4 (Germany)
- D) To improve citizens' trust through instilling collective identification and pride, increase the "visibility" of disaster authorities, e.g., through media coverage of disaster scenario exercises or successful participation in disaster situations abroad.
Source: Deliverable 5.5: Report on Citizen Summit 3 (Italy)
Deliverable 5.6: Report on Citizen Summit 4 (Germany)
- E) Use social media to regain citizens' trust by taking up the role of a trustworthy information provider, at times where both private and public media channels are increasingly distrusted.
Source: Deliverable 5.5: Report on Citizen Summit 3 (Italy)
Deliverable 5.6: Report on Citizen Summit 4 (Germany)

Other recommendations for implementation to improve citizens' trust:

- A) To improve trust in authorities, information materials and practical disasters / emergency exercises should highlight the fact that disaster practitioners do not only provide physical but also emotional help.
Source: Deliverable 5.5: Report on Citizen Summit 3 (Italy)
Deliverable 5.6: Report on Citizen Summit 4 (Germany)
- B) Whilst there is extensive knowledge about citizens' trust in different authorities during the disaster response and recovery phase, there is still little known about the role of trust in the disaster preparedness phase, which should be investigated further in cooperation between practitioners and researchers.
Source: Deliverable 5.11: Report on Stakeholder Assembly 2 (Italy)

Recommendation:

Use local knowledge, collective memory and shared cultural values to improve disaster preparedness, response and recovery

A community-based approach to disaster management should be adopted. This requires collaborating with community leaders and both active and “regular” citizens as an effective way to tap into their local knowledge and/or collective memories of local events. Such collaboration and consultation should also make use of the respective communities’ shared cultural values, in order to improve their collective problem-solving capacities in disaster response and recovery as well as their collective resilience (D4.2, D7.3).

Applicable to:

Actor: Policy-makers and Disaster managers

Phase: Preparedness, Response, Recovery

Situation: Natural disaster, Man-made non-intentional disaster and Man-made intentional disasters

Recommendations for implementation:

F) Elements of local knowledge and practices used to contribute to disaster risk reduction should be listened to and reviewed by disaster managers. These include, for example, citizens’ local environmental knowledge and community memories carried on in stories of dangers and past events.

Source: Deliverable 7.3: Report on cultural factors and citizen empowerment

G) To integrate local knowledge into disaster management, both scientific and citizens’ local knowledge should be combined for hazard mapping and other disaster risk assessments, including the consultation of affected citizens regarding safe locations.

Source: Deliverable 7.3: Report on cultural factors and citizen empowerment

H) To aid the process of (re-)constructing a shared sense of place that can both improve disaster preparedness and foster recovery after a disaster has struck, the following should be encouraged: (a) community gatherings to share information about customs and traditions; (b) local events where older community members share stories with the younger generation to help preserve communities’ cultural and social identity; and/or (c) collective identification of local support networks.

Source: Deliverable 7.3: Report on cultural factors and citizen empowerment

I) Individuals should be encouraged to move from the role of a “common”/passive citizen to that of actor/active citizens in the disaster management process. This can be achieved by drawing on collective memories and re-enacting roles adopted in previous disasters, e.g. in community-based disaster simulations (both physical and virtual).

Source: Deliverable 7.3: Report on cultural factors and citizen empowerment

J) Town planners should respect pre-disaster local identities when re-designing and re-building disaster-struck localities. Reconstructing a “place” to its prior state can help survivors reconstruct their own sense of it and mitigate or avoid a loss of cultural identity. Preservation of the urban landscape can, thus, be a form of resilience.

Source: Deliverable 7.3: Report on cultural factors and citizen empowerment

K) Individuals with a strong attachment to place, who may also be more willing to become proactive, should be identified and involved in the recovery process, since their sentiment is likely to foster greater efforts in community revitalisation, general altruism and higher community spirit.

Source: Deliverable 7.3: Report on cultural factors and citizen empowerment

L) Family values, skills and qualities, e.g. open communication, clear roles and boundaries, the ability to express and respond to feelings and emotions, and collective problem-solving capacities should be called upon and used as a resource to empower individuals and communities in disaster situations.

Source: Deliverable 7.3: Report on cultural factors and citizen empowerment

M) Re-building community integrity after a disaster is strongly dependent on the sustainable recovery of families, especially in cultures, where the family unit is as important as the individual.

Source: Deliverable 7.3: Report on cultural factors and citizen empowerment