Culture and disaster risk management - Synthesis of stakeholder attitudes during 3 Stakeholder Assemblies in Romania, Italy and Portugal.

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1. Introduction

This report provides a synthesis of the results of three CARISMAND Stakeholder Assemblies held in

- Bucharest,Romania on April 14-15, 2016;
- Rome,Italy on February 27-28, 2017; and
- Lisbon,Portugal on February 27-28, 2018.

These Stakeholder Assemblies, together with six Citizen Summits (see Deliverables D5.3 – D5.9) were part of the CARISMAND cycle of events (see Figure 1 below). This cycle of events was the key concept at the core of the CARISMAND project which aimed to ensure a comprehensive feedback loop betweendisaster practitioners and citizens. It also allowed for the progression of ideas co-created by disaster practitioners and citizens.

Figure 1:
CARISMAND Stakeholder Assemblies & Citizen Summits Cycle
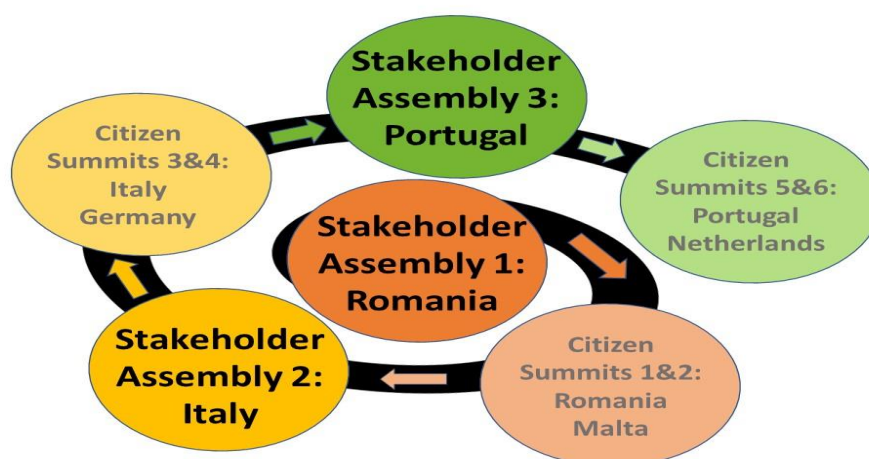
The locations of the three Stakeholder Assemblies were chosen due to their rather different "backgrounds". The three countries had been struck at the time of the respective event by different types of disasters[1]. In addition, the three countries have very different "cultures", or cultural impacts, at a societal level. Romania has a comparatively strong authoritative systems due to its political history; Italy has experienced a strong direct in-flow of migrants in the last years due to its geological location; and Portugal has long been a traditional "melting pot" where, over more than a millennium, people from different cultural backgrounds and ethnic origins (in particular North Africa, South America, and Europe) have lived together. Accordingly, these differences were expected to allow a wide range of practitioners' attitudes and perceptions related to cultural factors in disaster management to emerge.

In order to not only gather a variety of attitudes and perceptions but also promote cross-sectional knowledge transfer, the audience in all three events consisted of a wide range of practitioners who are typically involved in disaster management, e.g., civil protection agencies , the emergency services,

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[1] Colektiv nightclub fire in Bucharest due to the illegal indoor use of outdoor pyrotechnics in 2015; earthquakes in Amatrice, central-Italy in 2016; wildfires in central-Portugal in 2017.

paramedics, nurses, environmental protection agencies, the Red Cross, firefighters, the military, and the police. Further, these practitioners were from several regions in the respective country; in Portugal, the Stakeholder Assembly also included practitioners from the island of Madeira. The 40-60 participants[2] per event were recruited via invitations sent to various organisations and institutions that play a role in disaster management, and via direct contacts of local partners in the CARISMAND consortium[3].

Each assembly consisted of a mix of presentations and discussion groups to combine dissemination with information gathering (for detailed schedules see Appendices A1-A3). In an initial general assembly, the event started with presentations of the CARISMAND project and its main goals and concepts. Then, participants were split into small working groups[4] in separate breakout rooms, where they discussed and provided feedback on a specific topic. After each working group session, panel discussions allowed the participants to present the results of their working group to the rest of the audience. After each panel discussion, keynote speakers gave presentations related to the topic that had been discussed during the working groups. This schedule was designed to ensure that participants are provided with detailed information about recent developments in disaster management, but without influencing the attitudes and perceptions expressed in the working groups.

In the third Stakeholder Assembly, different sets of recommendations for practitioners (related to the use of cultural factors in disaster management) were presented to the general audience, followed by small discussion group sessions as described above.
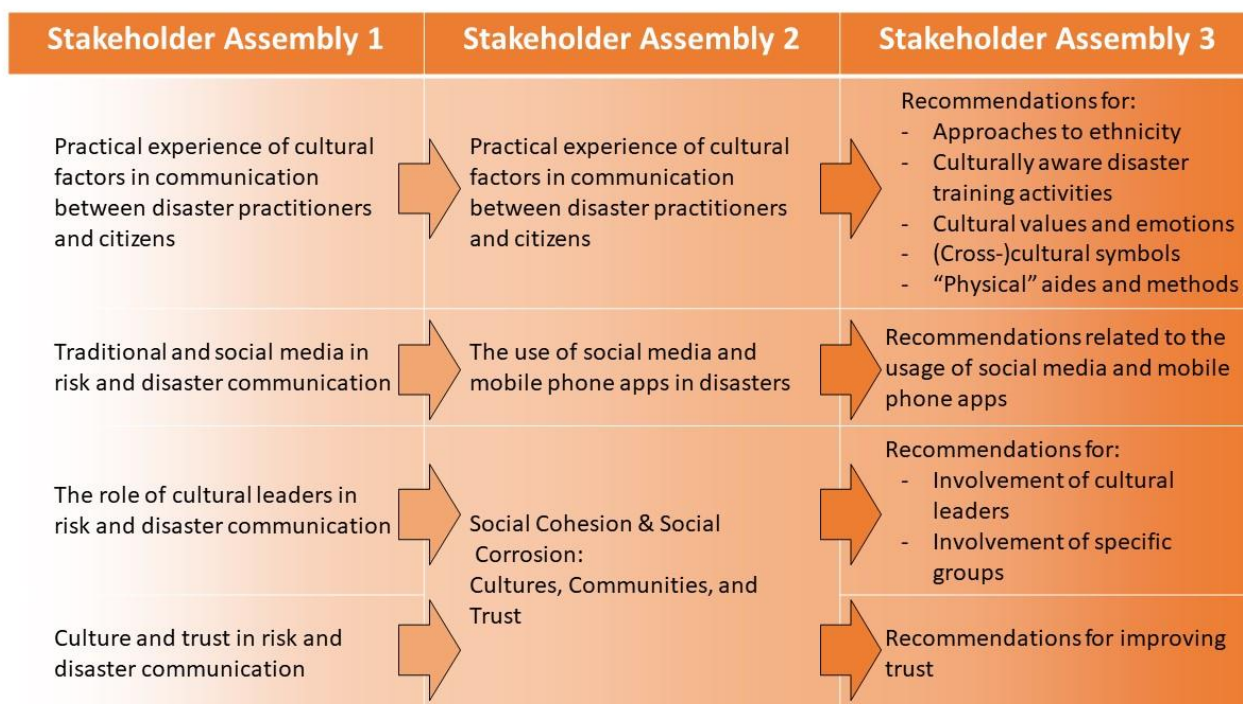
Generally, the topics in each Stake Holder Assembly built upon the previous one (as well as Citizen Summits and the results from other Work Packages) and were, gradually, refined:

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[2]The composition of the audience changed over the course of the 2-day event because work commitments meant that some practitioners could only attend one day, or a morning or afternoon session.

[3] SMURD Foundation (Mobile Emergency Service for Resuscitation and Extrication) Romania, Civil Protection Department Florence, Civil Protection Department Lisbon.

[4] The 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.

Figure 2
Development of topics discussed in CARISMAND Stakeholder Assemblies

Stakeholder Assembly 1	Stakeholder Assembly 2	Stakeholder Assembly 3
Practical experience of cultural factors in communication between disaster practitioners and citizens	Practical experience of cultural factors in communication between disaster practitioners and citizens	Recommendations for: - Approaches to ethnicity - Culturally aware disaster training activities - Cultural values and emotions - (Cross-)cultural symbols - "Physical" aides and methods
Traditional and social media in risk and disaster communication	The use of social media and mobile phone apps in disasters	Recommendations related to the usage of social media and mobile phone apps
The role of cultural leaders in risk and disaster communication	Social Cohesion & Social Corrosion: Cultures, Communities, and Trust	Recommendations for: - Involvement of cultural leaders - Involvement of specific groups
Culture and trust in risk and disaster communication		Recommendations for improving trust

In the first Stakeholder Assembly, topics were chosen based upon a preliminary literature research, as well as first findings from Work Package 2 (identification of actors in disaster management) and Work Package 8 (risk communication and role of the media). As the very first event, one of its core tasks was to investigate the participating practitioners' basic perceptions of the role culture plays, or holds the potential to play, in the context of disaster preparedness, response and recovery. Here, the initial discussions revealed that participants had difficulties to imagine cultural groups beyond definitions that were based on personality traits or socio-demographic factors (age, gender, education).

However, when being probed it appeared to be easier for them to identify cultural **factors** rather than cultural **groups** (e.g., attitudes towards authorities, individual and collective memory, worldviews, gender-related roles). For example, they identified a positive attitude towards technologies (in that specific case the use of social media) as generally useful to provide both behavioural guidance and emotional help (hope, compassion). But, at the same time, they were reluctant to define the users of such technologies (e.g., an online community where the members use social media for a specific purpose such as neighbourhood watch) as a cultural group.

This finding was influencal in shaping the research carried out in CARISMAND subsequently[5] and shaped the content of the first round of Citizen Summits (Citizen Summit 1 in Romania, and Citizen Summit 2 in Malta), as well as the second Stakeholder Assembly. Whilst maintaining a strong focus on the participants' exchange of practical experience, discussion guidelines were adapted to encourage a broader perspective on culture and cultural factors. Additionally, the content of the second Stakeholder Assembly was shaped by Work Package 3 (Cultural factors and technologies) results, which outlined the increasing interest in mobile phone apps compared to social media usage.

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[5] This finding also shaped the structure of the CARISMAND Cultural Map, which was based on 26 cultural factors that were identified and refined throughout the 3 three Stakeholder Assemblies and six Citizen Summits.

The literature review provided in Work Package 4 (Risk perception and risk cultures) suggested a stronger focus on the ambivalent roles of trust and distrust, and preliminary Work Package 7 (Citizens Empowerment) findings pointed towards the importance of exploring the role of community cohesion and specific opportunities for citizen empowerment.

The results of the second Stakeholder Assembly, in turn, were taken into consideration when designing the content of Citizen Summits 3 (in Italy) and 4 (in Germany). Furthermore, together with the subsequent results from this second round of Citizen Summits, they provided a strong foundation for the final Stakeholder Assembly. This third Stakeholder Assembly was organised and specifically designed to discuss and collect feedback on a comprehensive set of recommendations for disaster practitioners, which has formed one of the core elements of the CARISMAND Work Package 9 'Toolkit'. These recommendations were structured in four, main "sets":

- Approaches to ethnicity in disaster management
- Culturally aware disaster-related training activities
- Cultural factors in disaster communication
- Improving trust, improving disaster management.

To conclude the cycle of CARISMAND events (see Figure 1 above), and wherever meaningful and possible, these Toolkit recommendations for practitioners provided also the basis for respective "shadow" recommendations for citizens, which were discussed in the last round of CARISMAND Citizen Summits (Citizen Summit 5 in Portugal, and Citizen Summit 6 in the Netherlands). Additionally, these recommendations were presented during the CARISMAND Final Conference held in Florence on September 18-19, 2018, and discussed amongst the conference participants in rotating-table discussions[6]. The presented recommendations received very positive feedback from the practitioners present for the conference.

All documents related to the Stakeholder Assembly Working Groups, i.e., discussion guidelines and consent forms, were translated into Romanian, Italian, and Portuguese respectively. Accordingly, all presentations, as well as the group discussions were held in in the respective local language[7], 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 local market research agencies[8].

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[6] In these rotating-table discussions, participants had the opportunity to flexibly move from table to table and give their opinions about different Toolkit recommendations. Each rotating-table focused on a different recommendation and was assigned a moderator to facilitate the discussion and a rapporteur. After the rotating-table discussions, the results were presented by a panel of rapporteurs to the general audience.

[7] Some of the presentations were delivered in English with simultaneous translation into Romanian, Italian or Portuguese.

[8] Romania: Mercury Research; Italy: RFR International; Portugal: EquaçãoLógica.

2. Methodology

Participants in all three Stakeholder Assemblies were recruited through professional, personal, and indirect contacts made available by local CARISMAND partners. Following the welcome and introduction session of the CARISMAND project to participants, the participants were divided into smaller groups (with 5-10 individuals), where they discussed the topics outlined in each Working Group.

Participants were assigned to each Working Group to ensure that each group contained participants from different professional backgrounds, that were from different departments and organisations, and that participants were (as far as possible) from different regions across the respective country. All participants completed consent forms, and all group discussions were audio-recorded, fully transcribed and translated into English. In this process, all participant names and personal identifiers were removed to ensure the participants' anonymity.

For Stakeholder Assembly 1, the contracted Romanian market research agency (Mercury Research) provided transcripts, translations of transcripts, and a comprehensive summary of the participating practitioners' attitudes and perceptions.

The data collected in the 2nd Stakeholder Assembly underwent a full qualitative analysis conducted by Work Package 5 leaders. After transcription and translation, which was provided by the contracted Italian market research agency (RFR International), the data were coded following a preliminary coding framework which allowed an initial structuring of the vast amount of collected data. Then, all transcripts were re-coded theme by theme, summarising specific processes and practices or constructions and interpretations. This process of re-coding also initialised a critical restructuring and rethinking of the codes applied first, and allowed a more focussed data analysis.

Furthermore, the data collection in the 2nd Stakeholder Assembly included a word association exercise, during which moderators read out a series of words ('Responsibility', 'Credibility', 'Trust', and 'Faith'), one at a time. Participants were asked to state the first word that came spontaneously to their mind upon hearing each word. This word association exercise was also audio-recorded and focussed on the immediate responses with no data being added or amended later in the Working Group discussion. The resulting associations were transferred into a database and categorised according to each of the respective words. Then, the associations were analysed by frequency of occurrence using the word-count feature of NVivo 11 and converted into a Word Cloud reflecting the frequency of use.

The data collected in the 3rd Stakeholder Assembly were transcribed and translated by the Portuguese market research agency EquaçãoLógica, that was also contracted to conduct the data analysis. This external analysis was to ensure an objective evaluation of results that emerged from the participating practitioners' discussion of CARISMAND Toolkit recommendations. The data analysis followed, in a first step, 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 three cases (related to social media management and 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.

The same evaluation method was, later, applied for the analysis of participants' feedback in the last two Citizen Summits on the CARISMAND Toolkit recommendations for citizens which, wherever possible and meaningful, "mirrored" the Toolkit recommendations for practitioners discussed in the last Stakeholder Assembly.

3.Synthesised results of Working Group discussions

The working group sessions held within the Stakeholder Assemblies aimed to approach the topic of culture/s, cultural factors and risk in disaster management from several angles, building upon the findings from all other Work Packages (as well as previously held Stakeholder Assemblies and Citizen Summits) at the respective stage. However, given that Stakeholder Assemblies were designed as combined dissemination, research and networking events, the group discussions were moderated in a way to allow practitioners to exchange their ideas and perceptions amongst peers also beyond pre-set definitions, and to explore the topic of culture and cultural factors based on their individual professional experience.

One of the most prominent initial findings from the first Stakeholder Assembly held in Romania was that although the role of culture in disaster management was acknowledged by the participating practitioners, they had considerable difficulties to identify specific cultural groups. Mostly, they defaulted to existing procedures, and perceived difficulties, in relation to ethnic or religious minorities, and to socio-demographic factors such as age and gender. However, a more in-depth data analysis did reveal a number of cultural factors that these Romanian practitioners associated implicitly. Accordingly, subsequent group discussions placed a greater emphasis on the identification of implicit cultural factors without, however, neglecting the focus on cultural groups.

Disaster communications

Regarding general procedures in disaster management, the Italian and Portuguese practitioners in particular recognised the need to ensure that those disaster and emergency services who communicate with the public have an appropriate level of cultural awareness and receive specific training. But they also highlighted that disaster and emergency response related to different cultural groups and cultural factors has to be constantly re-evaluated, and that such response may have to be adapted due to shifts in citizens' behaviour in case of a disaster situation when cultures "collide", e.g., in multi-cultural camps.

Further, the Italian and Portuguese practitioners identified language barriers in emergency and disaster response as being a source of potential problems. Although interpreters would normally be employed to help with communication with different groups, most interpreters may not be familiar with technical or disaster-specific information and be unable to correctly translate these. Accordingly, interpreters who are likely to be employed in disaster communication should receive specific training to ensure that they have the appropriate linguistic and "technical" background. At the same time, though, the practitioners felt that they themselves should critically review their use of technical language.

Additionally, cross-cultural symbols were identified as important in effective disaster communication (e.g., the use of icons) as they can be used to communicate with people who use different languages very effectively. In particular, Portuguese practitioners felt strongly that visual communication should play a more important role in disaster management, understanding it as more "immediate", comprehensive, and inclusive than verbal communication. However, participants agreed that any cross-cultural symbols used in disaster management should be tested thoroughly with different cultural groups before implementation to avoid misunderstandings and/or unintended side effects.

Citizen awareness and engagement

Practitioners in all three events identified a lack of citizen awareness about the correct procedures to follow in emergency and disaster situations[9], and they felt that education and information campaigns about disaster risks and disaster response should be more strongly promoted. However, Italian practitioners expressed some scepticism that risk awareness campaigns would lead to more appropriate behaviour by citizens. Nevertheless, they did feel there was a link between citizens' risk perception and adaptive behaviour, especially when the perceived risk was seen to be related to worry/concern for significant others (e.g., family members). This is an aspect that should be specifically addressed in risk awareness campaigns.

Additionally, practitioners in all three Stakeholder Assemblies recommended that any educational campaigns would need to actively engage citizens. Disaster simulations, rather than presentations, were identified as the most effective way of risk education. Such simulation exercises also have the additional benefit of allowing for learning by both citizens and practitioners and citizens and have the potential to promote social cohesion.

Furthermore, the collective and historical memory of past disaster situations were highlighted by Italian practitioners as important to citizens' risk perception and disaster preparedness. They outlined the success of community workshops already held in some areas in Italy, during which besides being given informative material of specific disaster risks, participants build, or re-build the history of their city, village or region through the use of historical artefacts and pictures. Such collective exercises to recover the "lost" memory of disasters aim to encourage citizens to take up responsibility and action through a shared cultural identify.

The potential of peer education was another aspect of risk awareness and disaster response first identified in the second Stakeholder Assembly. Engaging peers within cultural groups, with the same social status, and/or the same religious or ethnic background would be a good strategy. For example, young people were seen to be most successful in training young people, seniors may be easiest to reach through older trainers, and technology or sports enthusiasts will be more likely to follow the advice of people who think likewise.

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[9] This perception by practitioners was supported by the quantitative and qualitative findings from the Citizen Summits which highlighted a feeling amongst most participating citizens that they do not know what procedures to follow in an emergency.

Cultural factors in disaster response

Practitioners in the Stakeholder Assemblies recognised the ambivalent role of citizens' socio-economic status in disaster response. On the one hand, in both the Romanian and the Italian Stakeholder Assembly a higher socio-economic status was linked by practitioners to a greater willingness to cooperate with the authorities in case of disasters, but it was also seen as the potential cause for greater resistance due to "having a lot to lose". On the other hand, a lower socio-economic status was associated with citizens' greater indifference, but also with a greater flexibility due to "having nothing to lose". A more important role was ascribed to the existence, or lack of, social networks, with social isolation seen to be a major risk factor across all social strata. Additionally, Italian practitioners felt that in urban areas there was a tendency for citizens to be less self-sufficient, and citizens "delegating" the care for their safety to the authorities.

Practitioners in all three Stakeholder Assemblies elaborated on differences due to gender roles (e.g., restrictions in the interaction between women and men, family management) as well as religious / worldview-related differences (e.g., dietary requirements, medical issues, burial customs). Due to the vast number of these differences, Italian practitioners recommended that citizens from all cultural (including immigrant) backgrounds should be involved in the planning of emergency and disaster response, i.e., before a disaster occurs, in order to ensure that practitioners learn early about these differences and adapt guidelines and procedures accordingly.

During the first two Citizen Summits held in Bucharest and Malta in 2016, the participating citizens identified a number of groups which they deemed to be vulnerable during disaster situations. These groups included: (i) Elderly people who overestimate their physical abilities; (ii) Professional groups, who, due to their specific profession, may not receive or hear a warning; (iii) Children who are left at home alone; and, (iv) foreigners who may not know the area or language, lack social networks or are stigmatised. As these suggestions were made by citizens, it was important to understand how practitioners feel about these vulnerable groups in disasters and, accordingly, they were made the subject of discussions in the second Stakeholder Assembly in Italy.

A majority of practitioners during the Italy Stakeholder Assembly was in agreement with the vulnerable groups identified by citizens. However, practitioners outlined that different cultural groups (e.g., children of drug users) and societies (e.g., in Mediterranean regions with a strong family value) may hold different beliefs regarding children being left at home alone. Regarding foreigners as a vulnerable group, practitioners strongly recommended the development and usage of mobile phone-base technologies which could provide foreigners with multi-lingual messages containing emergency information.

In tourism areas, they suggested to, e.g., encourage hotel, bed & breakfast, and camping site 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.

Engagement of specific groups

The two Citizen Summits held in Bucharest and Malta also identified a number of groups who were considered to be able to provide support across the different phases of a disaster. Here, citizens identified four main groups whom they considered as being able to play a role in disasters: (i) elderly people who are in good physical health and participate in volunteering activities; (ii) foreigners who

may have previous experience of disasters and use this knowledge to support a local community; (iii) children and teenagers who may be able to provide support through their volunteering activities; and (iv) children who have first aid and/or disaster response skills due to courses and drills at schools, which may help motivate their parents to learn these skills as well. Again, as these suggestions were made by citizens, they were presented to and discussed with the practitioners in the following Stakeholder Assemblies to explore the practitioners' understanding of the viability of such groups.

A large number of practitioners in both Italy and Portugal felt that involving physically active senior citizens in disaster preparedness training would offer such senior citizens the opportunity to take up social responsibility and play (again) an important role in their community. Encouraging them, e.g. through senior citizens organisations, to get training and become volunteers, was considered an important contribution to socially inclusive procedures.

Further, Italian and Portuguese practitioners strongly agreed that children can play an important role in disaster preparedness, because not only may they speak the local language better than parents with a migration background, but they can also help providing information to households which, otherwise, are suspicious towards authorities. Whilst practitioners felt that there are already several initiatives to improve the education of children in disaster preparedness and response, they also conceded that more could be done. Practitioners in Portugal suggested the introduction of disaster preparedness and response as a compulsory topic in the school curriculum.

Participants mentioned those who share a passion (e.g., sport, hobby) as another group that could have a role in disaster preparedness. People who are passionate about a shared activity would also be passionate about giving help, as they are already used to having a common goal. Here, Italian practitioners recommended to "piggyback" on such team cohesion, i.e., to identify such local groups, build upon their dynamic, and encourage their team leaders to incorporate disaster preparedness in the group's set of already existing common goals. Portuguese practitioners outlined in this context the "logistical" advantage of using already existing resources, i.e., already established groups with a trusted leader who have established meeting routines and meeting locations. They felt that this would facilitate access and make it easier to inform about and implement additional (disaster preparedness-related) routines.

Social media and mobile phone apps in disaster management

The discussions in all three Stakeholder Assemblies revealed rather disparate preferences amongst the practitioners on the role of social media and mobile phone apps in disaster management. Some preferred social media as being a well-established platform, which was seen to have widespread use amongst many groups of the population, whereas others appreciated and preferred mobile phone apps. Mobile phone app specifically designed for disaster-related information were felt to provide credibility and confidence, and the feature of having such "disaster-app" pre-installed on any new smartphone met strong interest.

On the other hand, some participants in Romania and Portugal felt that social media would be more difficult to control in terms of reliability of information, and Portuguese practitioners added that keeping an active and up-to-date social media profile would require resources that, in their opinion, disaster management authorities often do not have available. Romanian practitioners identified age-related and profession-related preferences in social media usage, and Italian practitioners outlined usage differences between Facebook, Instagram, Snapchat and LinkedIn users, all of which an effective disaster communication needs to take into account.

Furthermore, Italian practitioners outlined the potential of "smart" devices (e.g., smartphones, tablets) to specifically reach foreigners (e.g., expatriates, migrants or holiday makers) who may be exposed to significant risks due to their lack of local knowledge. They also referred to the promise of instant messaging (IM) communications, which they saw as enabling disaster managers to reach large numbers of citizens instantly, e.g., through WhatsApp, including the possibility to target specific large groups. With such a multitude of social media channels and mobile phone apps, some perceived the risk of providing redundant information. However, the majority of practitioners agreed that overlapping information streams may also be seen as a strength, as long as there is coherent information provided, given that cultural groups and cultural factors overlap as well.

The role of trust in disaster management

Practitioners perceived different levels of trust in different authorities (e.g., related to professional roles, symbols, personal experience) in the disaster response phase, with the media playing an important role in this context. Generally, participants in all three events 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 the opinion that more could be done; a more positive media image would lead to citizens identifying with these institutions which in turn would lead to increased trust.

In the context of trust relationships between citizens and authorities, practitioners also showed a rather self-critical attitude. Participants in the Stakeholder Assembly in Italy expressed the opinion that not only citizens mistrust institutions, but institutions also mistrust citizens. For example, some institutions may fear that citizens may use social media to spread false information rather than understanding citizens' social media usage in disaster situations as their willingness to take part and take up responsibility in public life.

Finally, whereas practitioners elaborated their experiences and perceptions of trust, or distrust, in disaster response situations and recovery processes, there was little information about the role of trust in the disaster preparedness phase, which requires further investigation. In this context, the suggestion by some participants in the second round of Citizen Summits to use disaster simulation

exercises for building a mutual understanding and trust, was taken up positively by the practitioners in the third Stakeholder Assembly.

4. Evaluation of Toolkit recommendations for practitioners

As outlined in chapter 1, the last Stakeholder Assembly was organised and specifically designed to discuss and collect feedback on a comprehensive set of recommendations for disaster practitioners, which was built upon findings from all preceding Stakeholder Assemblies and Citizen Summits, as well as Work Package 2 – 8 results. These recommendations form one of the core elements of the CARISMAND Work Package 9 'Toolkit' and are structured in four, main "sets":

• Approaches to ethnicity in disaster management

• Culturally aware disaster-related training activities

• Cultural factors in disaster communication, with the sub-sets

  o Cultural values and related emotions
  o (Cross-)cultural symbols
  o "Physical" aides and methods
  o Engaging "cultural leaders"
  o Using Children as communicators/"multipliers"
  o Communication with elderly people
  o Communication with foreigners
  o Usage of social media and mobile phone apps
• Improving trust, improving disaster management, with the sub-sets

  o Managing different levels of citizens' trust
  o Media co-operations
  o Other topics related to trust.

These four sets were first presented to the general audience of the Third Stakeholder Assembly, and then discussed in small working groups. These discussions were guided by professional moderators, followed specific discussion guidelines (see Appendix D), were audio-recorded, fully transcribed and translated. The resulting qualitative data were analysed by the contracted Portuguese research agency EquaçãoLógica, who also developed the evaluation procedure as outlined in chapter 2 (Methodology).

4.1. Approaches to ethnicity in disaster management

Generally, the topic of ethnicity was perceived by almost all participants as very relevant, and they agreed that communication with different ethnic groups requires a differentiated approach. In addition to the perceived usefulness of the discussed recommendations in a "domestic" context, they also outlined this specific need for disaster practitioners who are deployed to assist in disaster situations abroad.

Further, they felt that this topic should not only be limited to ethnic groups. Instead, they outlined a wide variety of cultural groups (e.g., local fishing communities) which, in their opinion, required adapted communication styles due to different beliefs, risk behaviours, and hierarchies. The participants thus re-affirmed the importance of the CARISMAND approach to culture which is inclusive of, but also goes beyond, ethnicities and socio-demographic factors.

The individual recommendations for implementation listed in the table below were discussed, and evaluated, as indicated in the rightmost column.

	Recommendations: **Approaches to ethnicity in disaster management**	Stakeholder Evaluation
A	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.	++
B	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.	++
C	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.	
D	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.	++
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.	+/-

4.2. Culturally aware disaster-related training activities

Most recommendations in this section were perceived by the participating practitioners as useful or very useful. In particular, 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. Additionally, some discussion groups particularly appreciated the identification of citizens' existing skills. This recommendation was perceived as 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' general recognition of the need to improve 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.

Whilst the participants thought the goals of this set of recommendations were somewhat ambitious, they recognised the need to mobilise and involve citizens more in disaster preparedness activities. In detail, the following individual recommendations for implementation were discussed, and evaluated:

	Recommendations: Culturally aware disaster-related training activities	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.	+
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.	+
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.	++

4.3. Cultural factors in disaster communication

Generally, this topic was perceived by the participating practitioners as, perhaps, the most relevant. Accordingly, most of the suggested recommendations for implementation were seen to be very useful. In particular the following aspects were mentioned most frequently 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").

- 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 disabled.

- Putting more emphasis on creating and using 'universal'/transcultural symbols was something the participants felt to be both necessary and innovative.

- The role of children on passing on information within the household:

  o 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 Portuguese society, which was seen to be very much instigated by children via the information and training they received at school.

  o The image of the child as a 'Trojan horse' into the home was highly valued, and the role that children can play in motivating their families acknowledged.

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

On the other hand, despite the participants' generally positive attitude towards the presented recommendations, there were several comments about perceived difficulties in implementation which they, however, mostly related to their specific local situation:

- Difficulties in effectively using social networks, because of lack of knowledge and resources in Portugal, both human and financial.

- 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 do not include the use 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.

Overall, the participants felt particularly strongly about the need to invest more at both the level of human and financial resources for an improved use of cultural factors in disaster communication. In detail, the following recommendations, divided by sub-sections, were evaluated:

	Recommendations for using cultural factors in disaster 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.	+

	Recommendations for using cultural factors in disaster 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.	++

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	Recommendations for using cultural factors in disaster communication: **"Physical" aides and methods**	Stakeholder 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.	+

	Recommendations for using cultural factors in disaster communication: **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.	+/-

	Recommendations for using cultural factors in disaster communication: **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.	++

		Stakeholder evaluation
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.	++

	Recommendations for using cultural factors in disaster communication: **Communicating 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 for use of cultural factors in disaster communication: **Communicating 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.	+

	Recommendations for using cultural factors in disaster communication: **Using mobile phone apps and social media**	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: - 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.	++/-
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.	+/-

4.4. Improving trust, improving disaster management

This topic resonated strongly with the participating practitioners. Whilst the important role of trust was perceived as "nothing new", also it was felt that it is important to put these recommendations in writing, because this would focus attention on an issue which, despite being well known, is often not taken sufficiently into consideration.

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 third Stakeholder Assembly.

The following individual recommendations for implementation were discussed, and evaluated, in this section:

	Recommendations for improving trust: 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.	-

	Recommendations for improving trust: 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.	++
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.	++

	Recommendations for improving trust: Other topics	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.	+/-

5. Conclusion

Whereas most discussions in all three Stakeholder Assemblies revealed initial attitudes that often equated "culture" with ethnicity, religion, age and gender, carefully designed discussion group moderation revealed a more complex and nuanced view by the participants of the role of cultural factors in disaster management. As discussions progressed, the participating practitioners showed considerable depths of knowledge and capacity of introspection when identifying cultural factors as well as the needs, and the potential for empowerment, of different cultural groups. Such groups ranged from volunteering stewards in concert halls to students of the university of the 3rd age, and from sports car enthusiasts to communities of senior citizens who regularly meet in public gardens to play cards.

Additionally, the participating practitioners demonstrated great openness towards the idea of the importance in disaster management of cultural factors such as technology usage, attitudes towards authorities, communication styles, or media cultures. This open mindedness and appreciation of the role of cultural factors amongst the participating practitioners helped in the build of a sound foundation for the project during the first Stakeholder Assembly held in Romania. it allowed the extension and refinement of the initial findings during the second Stakeholder Assembly held in Italy, and it facilitated a constructive evaluation of the developed Toolkit recommendations presented during the third Stakeholder Assembly held in Portugal.

At the same time, the findings of all three Stakeholder Assemblies, through the feedback loop with the Citizen Summits, contributed substantially to the definition of the 26 cultural factors in disaster management that provide the foundation of the CARISMAND Cultural Map, which will allow flexible sharing and building upon these practitioners' knowledge, experiences and expectations across a wider disaster management community.

Appendices

Appendix A-1: Agenda Stakeholder Assembly 1

Day 1: Thursday, 14th April 2016

08:30 – 09:30	Participant registration
09:30 – 10:15	Welcome & Project introduction
10:15 – 12:30*	Working group 1: "Internal" risk communication. Corporate and institutional cultures in disaster management Working group 2: "External" risk communication. Practical experience of cultural aspects in communication between disaster managers and citizens
12:30 – 13:30	Lunch break
13:30 – 14:30	Panel discussion: The role of culture in internal & external communication
14:30 – 15:00	Marco Morabito (Institute of Biometeorology - National Research Council, Florence/Italy): Communication strategies and informative tools for the mitigation of heatwave effects on vulnerable people
15:00 – 17:15*	Working groups: Media cultures: "traditional" and social media in risk and disaster communication Working group 3: Perspectives of disaster managers and practitioners Working group 4: Perspectives of journalists, bloggers and media representatives
17:15 – 17:45	Remy Bossy (European-Mediterranean Seismological Centre): How social media have been changing emergency management: from earthquakes to terrorist attacks

Day 2: Friday, 15th April 2016

08:30 – 09:30	Participant registration
09:30 – 09:45	Welcome
09:45 – 10:45	Panel discussion: The role of the media in risk and disaster communication
10:45 – 12:30*	Working group 5: Culture and trust in risk and disaster communication Working group 6: The role of cultural leaders in risk and disaster communication
12:30 – 13:30	Lunch break
13:30 – 14:00	Radu Magdin (Strategikon): Risk communication and trust
14:00 – 15:00	Panel discussion: Culture, risk and trust
15:00 – 15:30	Dr Raed Arafat (SMURD): Disaster management and culture/s in Romania
15:30 – 16:00	Conclusion

All working group sessions include a coffee break of 15 minutes.

Appendix A-2: Agenda Stakeholder Assembly 2

Day 1: Monday, 27th February 2017

10:00 – 10:30	Participant Registration / Welcome Coffee
10:30 – 11:00	Welcome & Project Introduction
11:00 – 13:30*	Working Group Session I. "Culture & Risk":

Practical Experience of Cultural Aspects in Disaster Communication between Practitioners and Citizens

13:30 – 14:30	Lunch Break
14:30 – 15:30	Panel Discussion: "Culture & Risk – Practical Experiences"
15:30 – 16:00	Noellie Brockdorff / Sandra Appleby-Arnold (University of Malta): Results from the CARISMAND Citizen Summits 2016 in Romania and Malta
16:00 – 17:30*	Working Group Session 2. "Media Cultures & Disasters": The Use of Social Media and Mobile Phone Applications in Disasters

Day 2: Tuesday, 28th February 2017

09:00 – 09:30	Participant Registration
09:30 – 10:00	Welcome / Summary of the Previous Day
10:00 – 10:30	Remy Bossu (European-Mediterranean Seismological Centre): Smartphones, Apps and Emergency Management: Lessons Learnt from Earthquakes
10:30 – 11:30	Panel Discussion: "Media Cultures and Disasters"
11:30 – 13:30*	Working Group Session 3. "Social Cohesion & Social Corrosion": Cultures, Communities and Trust
13:30 – 14:30	Lunch Break
14:30 – 15:30	Panel Discussion: "Cultures, Communities and Trust"
15:30 – 16:00	Gabriele Quinti (Laboratorio di Scienze della Cittadinanza): Cultures, Social Actors, and Empowerment in Local Communities
16:00 – 16:30	Conclusion

All working group sessions included coffee breaks.

Notes:
All working groups have been held in Italian language.
All presentations in English were translated simultaneously into Italian. Panel discussions were held in Italian with simultaneous translation into English.

Appendix A-3: Agenda Stakeholder Assembly 3

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[10]

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)
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

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[10] Registered participants only

Appendix B: Discussion Guidelines – Stakeholder Assembly 1

Working Group Session 1: "Internal" risk communication

Objectives	Briefing
Welcome and introduction *[about 15 min.]* *- Welcome participants* *- Distribute name cards* *- Explain listening in by CARISMAND partners* *- Obtain signed consent forms* *- Start recording the meeting* *- Thanking participants* *- Introduction of the moderator* *- Duration* *- Confidentiality* *- Ground rules for the discussion* *- Brief introduction of the participants*	*Welcome the participants, assign them a seat, and provide them with name cards.* *Distribute the consent forms and ask the participants to read and sign the consent forms before the start of the working group. This is mandatory, in order to obtain their informed consent and to ensure that they understand what they have agreed to do. Explain to 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.* "Welcome and thank you for agreeing to participate in this important working group. Your contribution is highly valued. My name is _____ and I will be moderating this group discussion. Our session will take about 90 minutes, plus another half hour to summarise our results. 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." *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! However, in case a participant asks, you can give them the general explanation that "these discussions serve to understand the everyday experiences of people working in disaster management".* "As stated on the signed consent form, everything that will be recorded during this session will be used only for the purposes of this study and will be kept confidential, i.e. the recorded comments might be used in scientific publications and reports relating to this study, but only as anonymous quotes. Some of the project partners who have organised this conference may follow the working group discussion with the help of an interpreter translating simultaneously into English, but this will not affect the confidential character of any statement. 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: • We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group. • There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other's opinions.

	- 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. Do you have any comments or other suggestions for these ground rules? Do you have any other important general questions before we start?" […] "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, if you prefer, your first name or a nickname, and a few basic things about yourself, such as your occupation, what type of organisation you come from, etc. Let me start by introducing myself…" *Running total: 15 min.*
Objectives	**Discussion topics**
1.Definitions and perceptions of core concepts *[about 20 min.]* *Question aims:* - *"Warm-up"* - *Explore the influence of cultural aspects within organisations on formal definitions and perceptions and understandings of* *- Disaster* *- Disaster risk* *- Security*	*The aim of this topic is to "warm up" and stimulate the discussion around core concepts, elaborating potential differences **between different organisations**, but in particular between e.g. different sections, departments or groups **within the same organisation**; for example, differences in perception between* - *different professions (e.g. doctors and nurses),* - *management and practitioners,* - *males and females,* - *practitioners of different age groups,* - *different levels of local knowledge etc.* *It should also be probed to what extent these definitions coincide, or differ, from the participants' **personal** understandings of disaster and security ("How do you feel about the differences you just described?"), given that as individuals they are also part of one or various cultural groups within their organisation.* "From your personal introduction I have noticed that you are all working in different organisations or institutions that are dealing with natural or man-made disasters. My very first question therefore is: What, in the organisation or institution you work for, "is" actually a disaster? How is a "disaster" defined or determined?" […] "Most of you also work in rather large organisations or institutions with various hierarchies, different departments and, basically, different people – different ages, different professional backgrounds, different knowledge of the locality where a disaster may strike. How do different people, or groups of people, within your organisation define or understand "disaster"?" […] "My next question will sound rather similar, but it's not the same: What, in the organisation or institution you work for, is understood as a "disaster **risk**"? What differences have you noticed there between different people, for example in the disaster preparation phase?" […] "And how about "security"? What is security then, for example in the disaster recovery process? " […]

	Please note that, particularly for "security", discussions may be led more on the level of personal perception. Here, it will be important to probe whether these perceptions can be linked to the specific groups (e.g. potentially different perceptions of what is security between a fire fighter and a nurse). *Running total: 35 min.*

2.Effects of organisational cultures on internal disaster communication [about 30 min]
 	
Question aims:
- *Cultural differences in first reactions on professional level in case of a disaster*
- *Cultural differences related to internal communication, in particular*
  - *Potential differences between "business-as-usual" and disaster situations*
  - *The role of hierarchies*
  - *Possibilities to improvise*
  - *Self-evaluation and self-criticism*
	"Let us now talk a bit about what, actually, happens in your organisation or institution when a disaster strikes. What is, usually, the first reaction?"
	[…]
	Responses to this question may vary from descriptions of the professional chain of reactions to very personal experiences. Whilst letting the participants discuss freely, please probe and explore to what extent these reactions may differ
	- *between the **different organisations/institutions** the participants work for, and*
	- *between **different cultural groups** within the same organisations/institutions.*
	If participants appear to "stick" too much to descriptions of formal guidelines within their organisation/institution, you may e.g. probe by asking for actual personal experiences ("Can you give me an example what happened when…").
	
	"After the first reactions you just described, what happens then? What are the essential steps that are taken, and how are these communicated between the different units/departments in your organisation? Basically, who is communicating with whom, and how?"
	[…]
	The focus in this question should be on how different cultural groups within organisations communicate with each other in case of a disaster. Let the participants discuss freely, encouraging them to talk about their positive, and negative, experiences. You should further probe by asking the following sub-questions:
	
	"What is the role of hierarchy in such a disaster management situation? How similar, or different, is it to times of "business-as-usual"? I am thinking for example of possibilities for autonomous decisions or actions of yourself or your unit/department, but also about the need, or even the possibility, to improvise?"
	[…]
	
	*These questions seek to explore aspects of **control** and **power relations** as part of organisational cultures, but, ideally, without using these words in the first place. However, if used by the participants, please encourage them to elaborate.*
	
	"What happens **after** the crisis, to what extent does your unit/department or your organisation/institution perform performance evaluations? How is the effectiveness of internal communication evaluated?"
	[…]
	Here, the aim is to probe the general willingness within the participants' organisations for self-evaluation and self-criticism. However, the participants' reactions are likely to also be influenced by their personal ability to exercise self-criticism, and it may be required to moderate their emotions.

3. Organisational cultures, internal disaster communication and communication technologies [about 15 min] ***Question aims:*** - *Explore the effect of communication technologies on internal communication within disaster management organisations* - *Explore how much organisations value a functioning internal communication*	"After we have discussed the various and very interesting aspects of disaster communication in your organisations and institutions, I would like to talk about one specific aspect: Technology. All of you are dependent on various types of communication technologies to work effectively – mobile phones, computers etc. But what happens, or what do you think would happen, if these technologies break down? How would affect such situation the internal communication between the different units/departments in your organisation?" […] *This question is aiming to explore how different cultural groups within the participants' organisations communicate with each other "directly", e.g. how communication is failing, or being re-established, without the usual media.* *However, only some, if any, of the participants may have experienced such a situation. If they haven't themselves, it is acceptable to let them hypothesise what would happen, for example if the internet or the telephone system fails in their organisation.* "What "plan B" do you think exists in your organisation, or in different units/departments, to mitigate such a technological crisis?" […] *This may be a question that a number of participants cannot answer, simply because in their professional position they don't know. However, they can be asked for their opinion what they think about the need of such "plan B", and what may happen without it.* Running total: 80 min.
4. Culture and disaster communication between organisations [about 10 min]	"How would you describe your organisation's "communication culture" with other organisations that are professionally involved in disaster preparation, management, and recovery? For example with local, regional or national institutions, with international organisations, or with NGO's? […] *Here, it should be explored to what extent disaster communication is e.g. affected by competition between organisations (reputation, funding etc.), local rivalries, but also potential language difficulties with organisations from abroad.* Running total: 90 min.
5. Concluding summary and preparing presentation for discussion panel [about 30 min]	We are coming to an end of this working group which, I think, has revealed some very interesting aspects, and I thank you very much for the fruitful discussion. Our last task is to prepare together a short summary of the results for the panel discussion that will take place later today. I would perhaps recommend to structure it along the main topics we have covered, which were: - Different concepts and understandings of disaster, disaster risk, and security, - Internal communication cultures, including the role and effect of communication technologies, - Communication cultures between organisations,

	- and, as a conclusion, we should perhaps give the audience a brief outline which different groups we have identified within your organisations that play an important role in how the communication cultures in your organisation or institution are shaped. Let's start… […] *For this summary, one participant should be appointed who will represent the group on the discussion panel. To encourage volunteers, it should be pointed out that she/he will, of course, have the help from all other working group participants, as members of the audience will be invited to join in the moderated discussion. The presentation should not exceed 5-10 minutes. If desired, the group can also prepare a short Powerpoint presentation, but this is voluntary.* *The group should be guided to prepare a clearly structured summary that, if the results allow for, follows the main topics mentioned above.* *Running total: 120 min.*

Working Group Session 2: "External" risk communication

Objectives	Briefing
Welcome and introduction *[about 15 min.]* - *Welcome participants* - *Distribute name cards* - *Obtain signed consent forms* - *Start recording the meeting* - *Thanking participants* - *Introduction of the moderator* - *Duration* - *Confidentiality* - *Ground rules for the discussion* - *Brief introduction of the participants*	*Welcome the participants, assign them a seat, and provide them with name cards.* *Distribute the consent forms and ask the participants to read and sign the consent forms before the start of the working group. This is mandatory, in order to obtain their informed consent and to ensure that they understand what they have agreed to do. Explain to 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.* "Welcome and thank you for agreeing to participate in this important working group. Your contribution is highly valued. My name is _____ and I will be moderating this group discussion. Our session will take about 90 minutes, plus another half hour to summarise our results. 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." *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! However, in case a participant asks, you can give them the general explanation that "these discussions serve to understand the everyday experiences of people working in disaster management".*

"As stated on the signed consent form, everything that will be recorded during this session will be used only for the purposes of this study and will be kept confidential, i.e. the recorded comments might be used in scientific publications and reports relating to this study, but only as anonymous quotes. Some of the project partners who have organised this conference may follow the working group discussion with the help of an interpreter translating simultaneously into English, but this will not affect the confidential character of any statement.

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:

- We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group.
- There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other's opinions.
- 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.

Do you have any comments or other suggestions for these ground rules?

Do you have any other important general questions before we start?"
 […]
"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, if you prefer, your first name or a nickname, and a few basic things about yourself, such as your occupation, what type of organisation you come from, etc. Let me start by introducing myself…"

Running total: 15 min.

Objectives	Discussion topics
1.Definitions and perceptions of core concepts *[about 20 min.]* *Question aims:* - *"Warm-up"* - *Explore the influence of cultural aspects within organisations on citizens' understandings of* *- Disaster* *- Disaster risk* *- Security*	"Let's start our discussion with a very basic question: All of you, as practitioners in disaster management, have quite some experience and understanding of what a disaster, actually, "is". But, if you think about it, to what extent is this understanding similar, or different, to the perceptions of citizens?" […] "How about citizens' understandings of disaster risk, and their preparedness? What differences have you experienced there with different groups of people, also for example regarding different perceptions of acceptable of unacceptable risks?" […] "And how about these various groups' perceptions and understanding of security, for example in the recovery phase?" […]

- *Approach the topic of "culture" carefully, keeping an open mind for cultural aspects that go beyond ethnicity or religion.*	*The aim of these questions is to "warm up" and stimulate the discussion around core concepts; participants should be encouraged to talk about their professional experiences, elaborating on perceived differences. Most likely they will, at this point, already bring up examples that show the influence of cultural aspects. Therefore, it is important NOT to use the word "culture" immediately, as this may trigger stereotyping or reducing the definition of culture to ethnicity or religious groups. To probe further, some of the following examples could be given:*
	- *Different livelihoods*
	- *Different educational backgrounds*
	- *Different levels of local knowledge (and local risks), e.g. due to migration*
	- *Different levels of health literacy (e.g. risky behaviour during heatwaves)*
	- *Gender roles (e.g. women having less access to education)*
	- *Age-related aspects (e.g. elderly people living alone under precarious conditions).*
	Running total: 35 min.

2. Efffective communication with different cultural groups [about 30 min]
 	
 Question aims:
 - *Elaborate positive, and negative, experiences during all the three main disaster phases (preparation, management, recovery)*
 - *Explore the role of*
   - *Acceptance of technologies, and*
   - *Accessibility of technologies*
 For effective disaster and disaster risk communication.
 - *Explore the role of language and use of language in this context*
	"From the discussion we just had, you have identified a number of cultural aspects that affect citizens' perceptions of disaster, disaster risk and security. Now, keeping this in mind, what do you think are the most effective ways to address these different "cultural groups":
	 - in case of a disaster risk, i.e. when you would like them to take precautions and prepare themselves;
	 - during the "acute" disaster phase; and
	 - during the recovery phase?
	 […]
	
	 Here, it should be possible to draw on the participants' extensive professional experience in different disaster situations. They should be encouraged to share both their positive and their negative experiences. However, particularly relating to their negative experiences they should also be encouraged to elaborate how the communication should have been.
	
	 "What role, do you think, does citizens' access to technologies, but also acceptance of technologies, play for an effective disaster and disaster risk communication?"
	 […]
	
	 This question is mostly targeting the aspect of access and acceptance of communication technologies. They should also be encouraged to, tentatively, identify groups of citizens for whom access and/or acceptance of certain technologies may be an issue.
	
	 "What roles does language play for successful communication with different cultural groups? This, of course, will concern the communication with ethnic minorities. But I'd like you to think as well about how different people use the same language differently, for example depending on their age, or their social background."
	 […]
	
	 Running total: 65 min.

3. Scenario discussion [about 25 min]	"As our final topic, I would like you discuss the following scenarios:

Question aims:
 	
- *Explore how participants would adapt their communication strategies in case of a disaster to specific cultural groups*
- *Explore how they would adapt their disaster management practices to specific cultural groups*
	Imagine that a large fire has started in a house in Bucharest and is spreading rapidly to the nearby houses. Now imagine 3 different situations. The house is located on
	    (a) Petre Tunsu Street (Ferentari)
	    (b) Primaverii Boulevard (Primaverii)
	    (c) Calea Calarasilor.
	How would you communicate with the citizens in the affected area, and how would your communication strategies, and disaster management, potentially differ? What reactions would you expect?
	[…]
	
	Note:
	Petre Tunsu Street is located in one of the poorest and highly populated areas of Bucharest, with a population composed mostly of Roma. The area is also known for its very high crime rates.
	Primaverii Boulevard is located in one of the richest areas of Bucharest, with villas belonging mostly to people from the upper strata.
	Calea Carasilor is located in a very old area of Bucharest, with very narrow streets and old houses. The area is mostly inhabited by elderly people.
	In all three cases, the buildings are mostly houses, and all three are residential areas.
	
	Running total: 90 min.

5. Concluding summary and preparing presentation for discussion panel [about 30 min]	We are coming to an end of this working group which, I think, has revealed some very interesting aspects, and I thank you very much for the fruitful discussion. Our last task is to prepare together a short summary of the results for the panel discussion that will take place later today. I would perhaps recommend to structure it along the main topics we have covered, which were: - Different concepts and understandings of disaster, disaster risk, and security, - How disaster and disaster risk communication needs to be adapted to different cultural groups, - the role of access to and acceptance of technologies within these communication strategies, and - the role of language and use of language. - As a conclusion, we should perhaps give the audience a brief outline which different groups you have identified – either in your professional practice or in the course of this discussion. Let's start… […] *For this summary, one participant should be appointed who will represent the group on the discussion panel. To encourage volunteers, it should be pointed out that she/he will, of course, have the help from all other working group participants, as members of the audience will be invited to join in the moderated discussion. The presentation should not exceed 5-10 minutes. If desired, the group can also prepare a short Powerpoint presentation, but this is voluntary.*

	The group should be guided to prepare a clearly structured summary that, if the results allow for, follows the main topics mentioned above.
	Running total: 120 min.

Working Group Sessions 3&4: Media cultures - "Traditional" and social media

Objectives	Briefing
Welcome and introduction *[about 10 min.]* - *Welcome participants* - *Distribute name cards* - *Obtain signed consent forms (if required)* - *Start recording the meeting* - *Thanking participants* - *Introduction of the moderator* - *Duration* - *Confidentiality* - *Ground rules for the discussion* - *Brief introduction of the participants*	*Welcome the participants, assign them a seat, and provide them with name cards. At this point all, or at least most, of the participants will have signed the consent forms (in the beginning of their participation in working group 1, 2, 3 or 4). 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.* "Welcome and thank you for agreeing to participate in this important working group. My name is _____ and I will be moderating this group discussion. Our session will take about 90 minutes, plus another 30 minutes to summarise our results. 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. " *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!* **Note: The following is only required in case there is any participant who has not participated in any of the working groups 1, 2, 3 or 4!** "As previously 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: • We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group. • There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other's opinions. • 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. Do you have any comments or other suggestions for these ground rules? Do you have any other important general questions before we start?" [...] 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…"

Objectives	Discussion topics
1.Picture association exercise I [about 15 min.] *Question aims:* - *"Warm-up"* - *Explore immediate reactions to the topic (role of "traditional" media in disaster communication)* - *Start off the group discussion*	 "I would like to begin our discussion with a quick look at this picture. It was taken near the site where, almost exactly one year ago, the Germanwings A320 airbus crashed into a French mountain, killing 150 people (*source: The Guardian (28/03/2015): Should the media rethink how they cover disasters?*). Can you tell me what you think, your immediate thoughts and feelings, when you see this picture?" *These associations are meant to serve as a warm-up; participants should be encouraged to freely express their thoughts, and each of them should be given the opportunity to speak without being interrupted by others. If possible, notes should be taken of aspects mentioned by participants that relate to "culture", for example* - *media cultures (the way certain types of media report about disasters)* - *communication cultures (the way how disaster managers/practitioners and journalists communicate), or* - *how certain cultural groups may be specifically affected by "sensationalist" media reporting (e.g. increasing vulnerabilities of victims or relatives of victims).* *Running total: 25 min.*
2.The role of "traditional media" in effective risk and disaster communication [about 25 min] *Question aims:* - *Explore which cultural groups use and respond to different types of traditional media* - *Explore the reasons for these differences*	"Now, let me start with the following question: Which are the cultural groups that are the major audience of "traditional" media reports when there is a risk of disaster, or during a disaster situation?" […] "What do you think are the reasons why different groups of the population use and respond differently to different types of traditional news media?" […] *Here, participants may identify e.g. groups that only have access to certain types of media (technological restrictions), or that find certain types of media more trustworthy or reliable than others. It should also be elaborated **which different traditional media sources** are used by different groups, and the potential reasons.*

- *Elaborate the potential for improving the effectiveness of risk communication via traditional media*	"How effective do you think are traditional broadcast media in raising risk awareness, promoting disaster preparedness, response and recovery with these different cultural groups? Can you give me examples from your personal experience?" [...] *Participants should be encouraged to give both positive and negative examples (if possible).* "How do you think this effectiveness could be improved?" [...] *This question should target a number of different potential aspects, for example* - *by improving the communication between disaster managers and media representatives,* - *by working jointly on how to tailor risk messages to those cultural groups who are using these specific types of media, and* - *improving the trust into these types of media.* *Whilst participants should be given the opportunity in the first place to develop their own ideas and strategies, the examples above can be given to encourage further discussion.* *Running total: 50 min.*

Objectives	Discussion topics
3.Picture association exercise II [about 15 min.] **Question aims:** - *Explore immediate reactions to the topic (role of social media in disaster communication)* - *Stimulate the discussion*	 "I would like to continue our discussion by shifting to the topic of social media, having a quick look at this picture. It is the banner on the Google Crisis Response website which provides for example crisis maps, person finder functions, and it can create public alerts. The picture was taken in Port-au-Prince, Haiti, where in January 2010 an earthquake killed more than 160,000 people." "Can you tell me what you think, your immediate thoughts and feelings, when you see this picture?" […] "What role, do you think, do social media play for citizens at risk, or for victims of a disaster?" […] "And how, do you think, can disaster managers and practitioners make use of social media?" […] Can you tell us of any personal experiences when people used social media in disaster situations? […] *These questions shall predominantly explore and establish the participants' knowledge about the various uses of social media in disaster response. The participants should be particularly encouraged to talk about their personal experiences in disaster situations where social media were used, and what effect this usage had on public preparedness, response, and/or recovery.* *Running total: 65 min.*

| **4.The role of social media in effective risk and disaster communication** [about 25 min] | "Now, let me continue with the following question: We previously discussed the various cultural groups that are the main audience of "traditional" media reports about disasters and disaster risk. So who, in your opinion, are the people who use social media in the case of a disaster risk, or in a disaster situation?"
[…] |

Question aims: - *Explore which cultural groups use and respond to different types of social media* - *Explore the reasons for these differences* - *Elaborate the potential for improving the effectiveness of risk communication via social media*	"What do you think could be the reasons why different groups of the population use and respond to social media differently?" […] "How effective do you think are social media, compared to "traditional media", in raising risk awareness, promoting disaster preparedness, response and recovery with these different cultural groups? Can you give me examples from your personal experience?" […] *In all the questions above, the focus should be on specific social media usage by specific cultural groups – **not** social media usage in general. The aim is to explore how social media, as a general tool as well as regarding specific content, can be used to tailor risk communication to specific audiences.* "How do you think this effectiveness could be improved?" […] *This question should target a number of different potential aspects, for example* - *the usage of specific social networks to target specific cultural groups,* - *working jointly with professional bloggers on how to tailor risk messages to those cultural groups who are using this type of social media, and/or* - *using social media analysis to measure the effectiveness of risk messages.* *Whilst participants should be given the opportunity in the first place to develop their own ideas and strategies, the examples above can be given to encourage further discussion.* *Running total: 90 min.*

5. Concluding summary and preparing presentation for discussion panel
[about 30 min]
	We are coming to an end of this working group which, I think, has revealed some very interesting aspects, and I thank you very much for the fruitful discussion.
	Our last task is to prepare together a short summary of the results for the panel discussion that will take place later today. I would perhaps recommend to structure it along the main topics we have covered, which were:
	
	- Which are the cultural groups that make use of and respond to (a) traditional media, and (b) social media;
	- Why do different groups of the population use and respond differently to different types of media;
	- How effective are the different types of media providing information related to
	    o disaster preparedness;
	    o disaster management;
	    o disaster recovery;
	- As a conclusion, we should perhaps give the audience a brief outline how identifying cultural groups and their specific media preferences could be integrated in a disaster communication framework for improved effectiveness.
	
	Let's start…
	[…]
	
	For this summary, one participant should be appointed who will represent the group on the discussion panel. To encourage volunteers, it should be pointed out that she/he will, of course, have the help from all other working group participants, as members of the audience will be invited to join in the moderated discussion. The presentation should not exceed 5-10 minutes. If desired, the group can also prepare a short Powerpoint presentation, but this is voluntary.
	
	The group should be guided to prepare a clearly structured summary that, if the results allow for, follows the main topics mentioned above.
	
	                                                              Running total: 120 min.

Working Group Session 5: Culture and trust in risk and disaster communication

Objectives	Briefing
Welcome and introduction *[about 10 min.]* *- Welcome participants* *- Distribute name cards* *- Obtain signed consent forms (if required)* *- Start recording the meeting* *- Thanking participants* *- Introduction of the moderator* *- Duration* *- Confidentiality* *- Ground rules for the discussion* *- Brief introduction of the participants*	*Welcome the participants, assign them a seat, and provide them with name cards.* *At this point all, or at least most, of the participants will have signed the consent forms (in the beginning of their participation in working group 1 or 2). 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.* "Welcome and thank you for agreeing to participate in this important working group. My name is _____ and I will be moderating this group discussion. Our session will take about an hour, plus another 15-20 minutes to summarise our results. 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. " *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!* **Note: The following is only required in case there is any participant who has not participated in either working group 1 or 2!** "As previously 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: • We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group. • There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other's opinions. • 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. Do you have any comments or other suggestions for these ground rules? Do you have any other important general questions before we start?" […] "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…"
	Running total: 10 min.
Objectives	**Discussion topics**
1.Word association exercise *[about 10 min.]* *Question aims:* - *"Warm-up"* - *Establish top-of-mind associations with key aspects of this working group* - *Start off the group discussion*	"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 couple of things that spring to your mind when you hear the word. 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, and try to avoid lengthy descriptions. Read Out (one at a time): - Reliable - Responsible - Trust - Distrust - faith" *Running total: 20 min.*

2.The role of citizens' trust in effective risk and disaster communication [about 30 min] *Question aims:* - *Elaborate positive, and negative, experiences related to the role of trust* - *Explore the relationship between who is trusting, and who is to be trusted, with specific emphasis on the identification of differences between cultural groups*	"Let's now talk a bit about your experiences. What, do you think, are the most important factors that influence citizens' trust in the information or guidance given in a disaster situation, or when there is an increased disaster risk? Why do people trust – or distrust – someone or something? Can you describe any positive experiences you have had? […] And what negative experiences have you made? […] These factors you just described, how do they affect different cultural groups of the population? […] And how about different levels of trust, or distrust in different types of institutions, and different types of communicators in disaster management? How do you think may these relate to cultural differences? […] *In this set of questions, the participants should be encouraged to elaborate factors for trust (or distrust) on two levels:* *(1) Depending on who is trusting, and (2) depending on who is to be trusted. The discussion should be moderated toward the aim to bring these two levels together, i.e. how different cultural groups trust, or distrust, different disaster management institutions. However, it should also be addressed to what extent there are, or may be, differences between trust in a disaster management institution, and trust into individual practitioners who work for such institution. Here, the participants should be encouraged to talk about their personal experiences – in particular how they handled difficult situations when they were faced with mistrust.* *Running total: 50 min.*

| **3. Scenario discussion** [about 20 min]

Question aims:

- *Explore how participants would adapt risk communication strategies to issues of trust related to*
- *who is trusting;*
- *who is to be trusted; and*
- *trust between institutions.* | "As our final topic, I would like you discuss the following scenarios:
Imagine that heavy rains have caused serious flooding. Now imagine 3 different situations. The floods are in
    (d) Focsani (Vrancea country)
    (e) Vulturesti (Vaslui county)
    (f) Crucea (Constanta county).
Which would be the local institutions that different cultural groups in that area would trust most? And, if you think further, which would be the institutions, for example national or international NGO's, that local public services and local institutions would trust? What would be, in your opinion, the most successful "chain of trust?"
[...]

Note:
Focsani is a medium-sized town located in Vrancea county, with an average level of economic development.
Vulturesti is a parish in Vaslui, a county which includes one of the poorest rural areas of Romania, relying heavily on agriculture for survival.
Crucea is a parish located in Constanta, a county that has the largest Muslim minority in Romania.

                                      Running total: 70 min. |

4. Concluding summary and preparing presentation for discussion panel [about 20 min]	We are coming to an end of this working group which, I think, has revealed some very interesting aspects, and I thank you very much for the fruitful discussion.
	Our last task is to prepare together a short summary of the results for the panel discussion that will take place later today. I would perhaps recommend to structure it along the main topics we have covered, which were:
	- The factors that affect citizens' trust in disaster and disaster risk communication, depending on
	o Who is trusting, i.e. related to different cultural groups;
	o Who is to be trusted, i.e. the differences which cultural groups trust which disaster management institutions, or types of disaster managers.
	- Institutional "chains of trust", i.e. trust between disaster management institutions.
	- As a conclusion, we should perhaps give the audience a brief outline how identifying the links between culture and trust could be used in successful disaster risk communication.
	Let's start…
	[…]
	For this summary, one participant should be appointed who will represent the group on the discussion panel. To encourage volunteers, it should be pointed out that she/he will, of course, have the help from all other working group participants, as members of the audience will be invited to join in the moderated discussion. The presentation should not exceed 5-10 minutes. If desired, the group can also prepare a short Powerpoint presentation, but this is voluntary.
	The group should be guided to prepare a clearly structured summary that, if the results allow for, follows the main topics mentioned above.
	Running total: 90 min.

Working Group Session 6: The role of cultural leaders in risk and disaster communication

Objectives	Briefing
Welcome and introduction *[about 10 min.]* - *Welcome participants* - *Distribute name cards* - *Obtain signed consent forms (if required)* - *Start recording the meeting* - *Thanking participants* - *Introduction of the moderator* - *Duration* - *Confidentiality* - *Ground rules for the discussion* - *Brief introduction of the participants*	*Welcome the participants, assign them a seat, and provide them with name cards.* *At this point all, or at least most, of the participants will have signed the consent forms (in the beginning of their participation in working group 1 or 2). 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.* "Welcome and thank you for agreeing to participate in this important working group. My name is _____ and I will be moderating this group discussion. Our session will take about an hour, plus another 15-20 minutes to summarise our results. 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. " *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!* **Note: The following is only required in case there is any participant who has not participated in either working group 1 or 2!** "As previously 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: • We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group. • There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other's opinions. • 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. Do you have any comments or other suggestions for these ground rules? Do you have any other important general questions before we start?" […] 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…"
	Running total: 10 min.
Objectives	**Discussion topics**
1.Word association exercise *[about 10 min.]* *Question aims:* - *"Warm-up"* - *Establish top-of-mind associations with key aspects of this working group* - *Start off the group discussion*	"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 couple of things that spring to your mind when you hear the word. 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, and try to avoid lengthy descriptions. Read Out (one at a time): - Responsible - Reliable - Distrust - Trust - Faith" *Running total: 20 min.*
2.The role of cultural leaders in effective risk and disaster communication [about 30 min] *Question aims:* - *Elaborate experiences of working with cultural leaders* - *Explore the possibility to proactively identify cultural leaders and how to integrate them in disaster communication frameworks*	"Now, let's start with a very basic question: Who, do you think, are the cultural leaders that play, or have in your opinion the potential to play, an important role in the different disaster phases, i.e. - Risk communication aiming at public preparedness - Communication during a disaster, and - Communication that is aiming at a fast and effective recovery?" *Here, participants may identify e.g. individuals such as peer group leaders, teachers, religious leaders, leaders of community groups (e.g. Boy/Girl Scouts), sports group leaders, company managers, caregivers, trade union representatives, celebrities / idols (e.g. athletes, musicians, actors). However, these examples should only be given if participants have difficulties to understand what a "cultural leader" may be.* "Can you describe any experiences you have had with cultural leaders and their role in a disaster or disaster risk situation?" […] "Which do you think are the skills and abilities that make a cultural leader a "leader" and effective communicator in disaster situations?" […] *It should be elaborated in particular aspects such as trust, credibility and/or responsibility.* How do you think could such cultural leaders be identified and proactively integrated in a disaster communication framework?" […] *Running total: 50 min.*
3. Scenario discussion	"As our final topic, I would like you discuss the following scenarios:

[about 20 min]
 	
Question aims:
 	
- *Explore how participants would adapt risk communication strategies in different settings by identifying and including cultural leaders*
	Imagine that a building inhabited by a large number of people has exploded in the centre of:
	   (g) Lugoj (Timis country)
	   (h) Bucharest
	   (i) Negresti (Vaslui county).
	When you think of these different locations, which role do you believe do culture, and potentially different cultural groups, play when you consider effective risk communication strategies? How would you involve different cultural groups in these different locations, and which particular cultural leaders from inside the communities would you try to identify and address?"
	[…]
	
	Note:
	Lugoj is a small town but having a high number of Jehovah's Witnesses (who do not accept blood transfusions).
	Bucharest is a highly populated and multi-cultural city.
	Negresti is a small town in Moldova, poor and inhabited by people with low educational levels. The population is either very old or very young.
	
	                                             Running total: 70 min.

4. Concluding summary and preparing presentation for discussion panel [about 20 min]	We are coming to an end of this working group which, I think, has revealed some very interesting aspects, and I thank you very much for the fruitful discussion. Our last task is to prepare together a short summary of the results for the panel discussion that will take place later today. I would perhaps recommend to structure it along the main topics we have covered, which were: - Who are the different cultural leaders that may play a role in disaster communication; - What role and potential influence do they have in o disaster preparedness; o disaster management; o disaster recovery; - What skills and abilities do you think makes them cultural leaders. - As a conclusion, we should perhaps give the audience a brief outline how identifying cultural groups and cultural leaders could be successfully integrated in a disaster communication framework. Let's start… […] *For this summary, one participant should be appointed who will represent the group on the discussion panel. To encourage volunteers, it should be pointed out that she/he will, of course, have the help from all other working group participants, as members of the audience will be invited to join in the moderated discussion. The presentation should not exceed 5-10 minutes. If desired, the group can also prepare a short Powerpoint presentation, but this is voluntary.* *The group should be guided to prepare a clearly structured summary that, if the results allow for, follows the main topics mentioned above.* *Running total: 90 min.*

Appendix C: Discussion Guidelines – Stakeholder Assembly 2

Working Group Session 1: Culture & Risk

Objectives	Discussion Guideline Briefing
Welcome and introduction [about 15 min] • *Welcome participants* • *Distribute name cards* • *Obtain signed consent forms* • *Start recording the meeting* • *Thanking participants* • *Introduction of the moderator* • *Duration* • *Confidentiality* • *Ground rules for the discussion* • *Brief introduction of the participants*	*Welcome the participants, assign them a seat, and provide them with name cards.* *Distribute the consent forms and ask the participants to read and sign the consent forms before the start of the working group. This is mandatory, in order to obtain their informed consent and to ensure that they understand what they have agreed to do. Explain to 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.* "Welcome and thank you for agreeing to participate in this important working group. My name is _____ and I will be moderating this group discussion. Our session will take about 2 hours, plus another half hour to summarise our results. 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." *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! However, in case a participant asks, you can give them the general explanation that "these discussions serve to understand the everyday experiences of people working in disaster management".* "As stated on the signed consent form, everything that will be recorded during this session will be used only for the purposes of this study and will be kept confidential, i.e. the recorded comments might be used in scientific publications and reports relating to this study, but only as anonymous quotes. Some of the project partners who have organised this conference may follow the working group discussion with the help of an interpreter translating simultaneously into English, but this will not affect the confidential character of any statement. 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: • We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group.

- There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other's opinions.
- 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.

Do you have any comments or other suggestions for these ground rules?

[…]

Do you have any other important general questions before we start?"

[…]

"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, if you prefer, your first name or a nickname, and a few basic things about yourself, such as your occupation, what type of organisation you come from, etc. Let me start by introducing myself…"

Running total: 15 min

1. Warm-up: Scenario discussion "Cultural factors" [about 20 min] *Question aims:* - *Explore how participants would adapt their communication strategies in case of a disaster to specific cultural groups* - *Explore how they would adapt their disaster management practices to specific cultural groups*	To start, I would like to discuss with you the following scenarios: Imagine that a large fire has started in a house in Rome and is spreading rapidly to the nearby houses. Now imagine 3 different situations. The house is located on: (a) Tor Bella Monaca (6nd town council) (b) Viale Parioli (2nd town council) (c) Via del Vantaggio (1st town council). How would your communication strategies, and disaster management, potentially differ? […] What different reactions would you expect? […] *Note:* *Tor Bella Monaca is located in one of the more marginalised and highly populated areas of Rome, characterized by a high rate of immigration, lack of schools and safety. The area is also known for its very high crime rates.* *Viale Parioli is located in one of the richest areas of Rome, with apartments (and few villas too) belonging mostly to people from the upper strata.* *Via del Vantaggio is located in a old area of Rome, with narrow streets and old houses. The area is partially inhabited by elderly people.* *In all three cases, the buildings are mostly houses, and all three are residential areas.* *Running total: 35 min*

2. Perceptions of core concepts [about 15 min] *Question aims:* • *Explore the attitudes of practitioners towards influence of cultural aspects on citizens' understandings of disaster risk, and how it affects their preparedness* • *Approach the topic of "culture" carefully, keeping an open mind for cultural aspects that go beyond ethnicity or religion.*	"Let's continue our discussion by returning to a very basic question: All of you, as practitioners in emergency services and disaster management, have quite some experience and understanding of what a disaster, actually, "is". But how about citizens' understandings of disaster risk, and their preparedness? What differences have you experienced in your professional practice with different groups of people, for example regarding different perceptions of acceptable or unacceptable risks?" […] *The aim of these questions is to **encourage participants to talk about their actual professional experiences, elaborating on perceived differences, rather than speculating or hypothesising**. Most likely they will, at this point, already bring up examples that show the influence of cultural aspects. Therefore, it is important NOT to use the word "culture" immediately, as this may trigger stereotyping or reducing the definition of culture to ethnicity or religious groups.* *To probe further, some of the following examples could be given:* - *Different livelihoods* - *Different educational backgrounds* - *Different levels of local knowledge (and local risks), e.g. due to migration* - *Local histories* - *Different levels of health literacy* - *Norms and traditions (e.g. family ties)* - *Religions or worldviews* - *Gender roles (e.g. women having less access to education)* *Running total: 50 min*
3. Efffective communication with different cultural groups [about 30 min] *Question aims:* • *Elaborate positive, and negative, experiences during all the three main disaster phases (preparation, management, recovery)* • *Explore the role of language and use of language in this context*	"From the discussion we just had, you have identified a number of cultural aspects that affect citizens' perceptions of disaster risk. Now, drawing again on your professional experience, what cultural factors have you ever encountered which produced barriers and difficulties: - in case of a disaster risk, i.e. when you would like them to take precautions and prepare themselves; - during the "acute" disaster phase; and - during the recovery phase? […] And what cultural factors have you experienced that helped overcoming such difficulties? […] *Here, the participants should be encouraged to share both their positive and their negative experiences. However, particularly relating to their negative experiences they should also be encouraged to elaborate how the communication should have been.* "What roles does language play for successful communication with different cultural groups? This, of course, will concern the communication with ethnic minorities. But I'd like you to think as well

about how different people use the same language differently, for example depending on their age, or their social background."

[…]

| **4. Discussion of vulnerable groups suggested by citizens (participants of Citizen Summits)** [about 20 min]

 Question aims:
 • *Explore what participants think of these suggestions*
 • *Explore how participants feel about citizens contributing to disaster management by making such suggestions* | "As our final topic, I would like to show you some pictures. These pictures represent some of the feedback we received from citizens who participated in the two CARISMAND Citizen Summits that were held in Romania and Malta last year. In these Summits, more than 200 citizens were asked what specific groups of the population – other than elderly people and children in general – they think would be particularly vulnerable in case of a disaster. These are the results:"
 Hand out CARD 1 to participants, and read out loud the descriptions below.

 <u>Picture 1:</u>
 Elderly people who overestimate their physical abilities.

 <u>Picture 2:</u>
 Professional groups who, due to their specific profession, may not hear or receive warning; for example because of an isolated or noisy workplace. |

Picture 3:

"Latchkey children", i.e. children who are alone at home because their parents work full-time.

Picture 4:

Foreigners (for example tourists, expatriates and/or migrants), who
- may lack local knowledge (e.g. assembly points) or experience in disaster typical for that area
- do not speak the local languages
- lack local social networks (family, friends)
- are stigmatised.

"What do you think of these suggestions?"
[...]

Encourage participants to freely discuss both their positive and their negative opinions about these suggestions. Please probe why they are holding these opinions, and specifically ask for participants' professional experiences with these groups in disaster situations.

Running total: 100 min

5. Discussion of groups that may play an important role in disaster situations, suggested by citizens (participants of Citizen Summits) [about 20 min]	"The 200+ citizens in the CARISMAND Citizen Summits were also asked what specific groups of the population may potentially play an important role in disasters. And these were their responses: *Hand out CARD 2 to participants, and read out loud the descriptions below.*

Question aims:
- *Explore what participants think of these suggestions*
- *Explore how participants feel about citizens contributing to disaster management by making such suggestions*

Picture 5:

Elderly people who are of good physical health and, because of being pensioners, have time to join volunteer groups and learn how to become skilful active helpers.

Picture 6:

Foreigners who may contribute and enrich local communities by sharing their disaster-related knowledge and experience they have gained elsewhere.

Picture 7:

Children and teenagers who are members of scouts groups and may be trained to help other children in disaster situations, or to engage other children so emergency services can take care of other core tasks.

Picture 8:

Children who may have more up-to-date First Aid and disaster response skills due to courses and drills at school; these may help motivating their parents to bring their skills up to date and take preparatory measures.

"What do you think of these suggestions?"
[…]

Encourage participants to freely discuss both their positive and their negative opinions about these suggestions. Please probe <u>why</u> they are holding these opinions, and specifically ask for participants' professional experiences with these groups in disaster situations.

Running total: 120 min

6. Concluding summary and preparing presentation for discussion panel [about 30 min]	"We are coming to an end of this working group which, I think, has revealed some very interesting aspects, and I thank you very much for the fruitful discussion. Our last task is to prepare together a short summary of the results for the panel discussion that will take place later today. I would perhaps recommend to structure it along the main topics we have covered, which were: - How different groups of the population may perceive disaster risk differently, - How different groups may prepare themselves differently for disasters, - What cultural factors may cause barriers and difficulties in the different disaster phases (preparation, response, recovery), - The role of language and use of language when communicating with different cultural groups in disaster situations. - As a conclusion, we should perhaps give the audience a brief outline of the different groups you have identified – either in your professional practice or in the course of this discussion. Let's start […]" *For this summary, the moderator will represent the group on the discussion panel. The presentation should not exceed 5-10 minutes.*

	The group should be guided to prepare a clearly structured summary that, if the results allow for, follows the main topics mentioned above.
	Running total: 150 min

Working Group Session 2: Media Cultures & Disasters

Objectives	Discussion Guideline Briefing
Welcome and introduction [about 10 min] • **Welcome participants** • **Distribute name cards** • **Obtain signed consent forms (if required)** • **Start recording the meeting** • **Thanking participants** • **Introduction of the moderator** • **Duration** • **Confidentiality** • **Ground rules for the discussion** • **Brief introduction of the participants**	*Welcome the participants, assign them a seat, and provide them with name cards.* *At this point all, or at least most, of the participants will have signed the consent forms (in the beginning of their participation in working groups 1 and 2). 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.* "Welcome and thank you for agreeing to participate in this important working group. My name is _____ and I will be moderating this group discussion. Our session will take about 90 minutes, plus another 20-30 minutes to summarise our results. 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. " *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!* **Note: The following is only required in case there is any participant who has not participated in working group 1!** "As previously 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: • We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group. • There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other's opinions. • 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. Do you have any comments or other suggestions for these ground rules? Do you have any other important general questions before we start?" [...] 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…"

1. Picture association exercise I [about 20 min] *Question aims:* • *"Warm-up"* • *Explore immediate reactions to the topic (role of the media in disaster situations)* • *Start off the group discussion*	 "I would like to begin our discussion with a quick look at this picture. It was taken near the site where, in 2015, the Germanwings A320 airbus crashed into a French mountain, killing 150 people (*source: The Guardian (28/03/2015): Should the media rethink how they cover disasters?*)." "Can you tell me what you think, your immediate thoughts and feelings, when you see this picture?" […] *These associations are meant to serve as a warm-up; participants should be encouraged to freely express their thoughts, and each of them should be given the opportunity to speak without being interrupted by others. If possible, notes should be taken of aspects mentioned by participants that relate to "culture", for example* - *media cultures (the way certain types of media report about disasters)* - *communication cultures (the way how disaster managers/practitioners and journalists communicate with each other), or* - *how certain cultural groups may be specifically affected by "sensationalist" media reporting (e.g. increasing vulnerabilities of victims or relatives of victims).* *Running total: 30 min.*
2. Picture association exercise II [about 30 min] *Question aims:* • *Explore immediate reactions to the topic (role of social media in disaster communication)*	 "I would like to continue our discussion by shifting to the topic of social media, having a quick look at this picture. It is the banner on the Google Crisis Response website which provides for example crisis maps, person

• *Stimulate the discussion*	finder functions, and it can create public alerts. The picture was taken in Port-au-Prince, Haiti, where in January 2010 an earthquake killed more than 160,000 people." "Can you tell me what you think, your immediate thoughts and feelings, when you see this picture?" […] "What role, do you think, do social media, or mobile phone apps specifically designed for disaster situations, play for citizens at risk, or for victims of a disaster?" […] "And how, do you think, can disaster managers and emergency services make use of social media or mobile phone apps?" […] "What role do social media or mobile phone apps play in <u>your</u> professional practice?" […] "Can you tell us of any experiences from your professional practice when people used social media or specific mobile phone apps in disaster situations?" […] *These questions shall predominantly explore and establish the participants' knowledge about the various uses of social media and mobile phone apps in disaster management. The participants should be particularly encouraged to talk about their personal experiences in disaster situations where social media or mobile phone apps were used, and what effect this usage had on public preparedness, response, and/or recovery.* *Running total: 60 min*
3. The role of social media and mobile phone apps for different cultural groups in disasters [about 30 min] *Question aims:* • *Explore which cultural groups use and respond to different types of social media and/or mobile phone apps* • *Explore the reasons for these differences* • *Elaborate the potential for improving the effectiveness of these tools*	"Now, let me continue with the following question: In the previous working group sessions, you identified various cultural groups and cultural factors that play a role in disaster preparedness, response and recovery. So who, in your opinion, are the people who use social media, or mobile phone apps, in the case of a disaster risk, or in a disaster situation?" […] "How effective do you think are social media, or mobile phone apps, in raising risk awareness, promoting disaster preparedness, response and recovery with these different cultural groups? Can you give me examples from your personal experience?" […] "How do you think this effectiveness could be improved?" […] "What effects, do you think, may the use of social media or mobile phone apps in disaster situations have on trust between citizens and authorities?" […] *In all the questions above, the <u>focus should be on social media and mobile phone app usage by specific cultural groups</u> – **not** social media usage in general. The aim is to explore how these tools can be used to facilitate:* *(1) the bi-directional communication between citizens and authorities, and* *(2) the communication between citizens.* *Running total: 90 min*

4. Concluding summary and preparing presentation for discussion panel [about 20 min]	"We are coming to an end of this working group which, I think, has revealed some very interesting aspects, and I thank you very much for the fruitful discussion.
	Our last task is to prepare together a short summary of the results for the panel discussion that will take place later today. I would perhaps recommend to structure it along the main topics we have covered, which were:
	- Which are the cultural groups that make use of social media/mobile phone apps;
	- Why do different groups of the population use and respond differently to different types of media;
	o How effective are social media/mobile phone apps in providing information related to (1) disaster preparedness, (2) disaster response, and (3) disaster recovery;
	- As a conclusion, we should perhaps give the audience a brief outline how identifying cultural groups and their specific media preferences could be integrated in a disaster communication framework for improved effectiveness.
	Let's start […]"
	For this summary, the moderator will represent the group on the discussion panel. The presentation should not exceed 5-10 minutes. The group should be guided to prepare a clearly structured summary that, if the results allow for, follows the main topics mentioned above.
	Running total: 110 min

Working Group Session 3: Social Cohesion & Social Corrosion

Objectives	Discussion Guideline Briefing
Welcome and introduction [about 10 min] • **Welcome participants** • **Distribute name cards** • **Obtain signed consent forms (if required)** • **Start recording the meeting** • **Thanking participants** • **Introduction of the moderator** • **Duration** • **Confidentiality** • **Ground rules for the discussion** • **Brief introduction of the participants**	*Welcome the participants, assign them a seat, and provide them with name cards.* *At this point all, or at least most, of the participants will have signed the consent forms (in the beginning of their participation in working group 1 or 2). 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.* "Welcome and thank you for agreeing to participate in this important working group. My name is _____ and I will be moderating this group discussion. Our session will take about two hours, including a coffee break, plus another 20-30 minutes to summarise our results. 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. " *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!* **Note: The following is only required in case there is any participant who has not participated in any of the working groups 1 or 2!** "As previously 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: • We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group. • There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other's opinions. • 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. Do you have any comments or other suggestions for these ground rules?

	Do you have any other important general questions before we start?" […] "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…" *Running total: 10 min*
1. Word association exercise [about 10 min.] **Question aims:** • *"Warm-up"* • *Establish top-of-mind associations with key aspects of this working group* • *Start off the group discussion*	"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 couple of things that spring to your mind when you hear the word. 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, and try to avoid lengthy descriptions. Read Out (one at a time): - Responsibility - Credibility - Trust - Faith" *Running total: 20 min*
2. The role of citizens' trust in effective risk and disaster communication [about 30 min] **Question aims:** • *Elaborate positive, and negative, experiences related to the role of trust* • *Explore the relationship between who is trusting, and who is to be trusted, with specific emphasis on the identification of differences between cultural groups*	"Let's now talk a bit about your experiences. Can you give me examples from your own experience where citizens showed trust, or distrust, towards authorities in a disaster situation? […] What do you think were the reasons for such trust? […] And what do you think were the reasons for citizens' distrust? […] These reasons you just described, how do they affect different groups of the population? […] And how about different levels of trust, or distrust, in different types of institutions? How do you think may these relate to cultural differences? […] *In this set of questions, the participants should be encouraged to elaborate factors for trust and distrust (ideally participants should give examples of both) on two levels:* *(1) Depending on who is trusting, and (2) depending on who is to be trusted. The discussion should be moderated toward the aim to bring these two levels together, i.e. how different cultural groups trust, or distrust, different types of institutions involved in disaster management and providing emergency services. However, it should also be addressed to what extent there are, or may be, differences between trust in authorities and trust into individual practitioners who work for such authorities. Here, the participants should be encouraged to talk*

	about their personal experiences – in particular how they handled difficult situations when they were faced with mistrust.
	Running total: 50 min
3. The role of cultural leaders in effective risk and disaster communication *[about 30 min]* *Question aims:* • *Elaborate experiences of working with cultural leaders* • *Explore the possibility to proactively identify cultural leaders and how to involve them in disaster communication*	"Now, let's continue with a very basic question: Who, do you think, are the cultural leaders that play, or have in your opinion the potential to play, an important role in the different disaster phases, i.e. - Risk communication aiming at public preparedness - Communication between citizens and authorities during a disaster, and - Communication between citizens and authorities that is aiming at a fast and effective recovery?" *Here, participants may identify e.g. individuals such as peer group leaders, teachers, religious leaders, leaders of community groups (e.g. Boy/Girl Scouts), sports group leaders, company managers, caregivers, trade union representatives, celebrities / idols (e.g. athletes, musicians, actors). However, these examples should only be given if participants have difficulties to understand what a "cultural leader" may be.* "Can you describe any experiences you have had with cultural leaders and their role in a disaster or disaster risk situation?" […] How do you think could such cultural leaders be identified and proactively involved in disaster communication between citizens and authorities?" […]
	Running total: 80 min

4. Collective efficacy and empowerment in disasters *[about 30 min]*
 	
Question aims:
• *Elaborate the various effects different types of disasters can have on local communities*
	"Now, after identifying potential cultural leaders, I would like to discuss with you also the reactions in local communities themselves. What effect, in your professional experience, could a disaster have on the social cohesion of local communities?
	[…]
	What effect could a disaster have on the attitudes in local communities towards
	    (a) authorities, and
	    (b) practitioners involved in disaster management and emergency services?
	[…]
	What difference do you think does it make whether the causes for such disaster are natural or man-made?
	[…]
	Disasters can have a number of different effects on collective efficacy and community cohesion. On one hand, there can be a strengthened sense of community and an increased willingness to help each other on one hand, but, on the other hand, there can also occur an increased level of conflict over the causes of the disaster and what actions should be taken, generating hostility and mistrust. Participants should be encouraged to talk about their professional experiences with local communities, elaborating both potential cohesive and corrosive effects.

5. Scenario discussion "Culture & Trust"
 [about 20 min]
 	
 Question aims:
 • *Explore how participants would adapt risk communication strategies to issues of trust related to*
   o *who is trusting; and*
   o *who is to be trusted.*
	"As our final topic, I would like you discuss the following issue: Remember the strong earthquake in the Rieti province on last August 24th and the following ones on October 26th and October 30th that, as you know, have caused serious damages. Now imagine that a similar earthquake may affect another seismic area in Lazio (Castelli Romani in the Roma Province). Therefore, let's imagine 3 different situations: The damages are in
	   (d) Amatrice
	   (e) Accumuli
	   (f) Frascati.
	 Which would be the authorities that local communities or different cultural groups in that area would trust most? And why?"
	 […]
	 "How would, or could, you involve local communities or different cultural groups in disaster response or recovery activities?
	 […]
	
	 Note:
	 Amatrice is a little town (2700 people) located in Rieti Province, in the mountain community of Velino and is the capital of the Gran Sasso e Monti della Laga National Park food pole. In 2015 Amatrice entered the club of the most beautiful boroughs in Italy. Amatrice has been partially destroyed by the earthquake August 24th (234 deaths). Amatrice has an historical center and many hamlets.
	 Accumuli is a rural village (660 people) with an important community of Romanian. It has been partially destroyed by the earthquake August 24th (11 deaths).
	 Frascati is a little town (22000 people) close to Rome and located in Castelli Romani area (another seismic area in Lazio). Frascati, during his history, has been affected by many earthquakes (but not recently).

4. Concluding summary and preparing presentation for discussion panel
 [about 20 min]
	We are coming to an end of this working group which, I think, has revealed some very interesting aspects. As in the previous working group, our last task is to prepare together a short summary of the results for the panel discussion that will take place later today. I would perhaps recommend to structure it along the main topics we have covered, which were:
	 - The factors that affect citizens' trust in disaster and disaster risk communication, depending on
	   o Who is trusting, i.e. related to different cultural groups; and
	   o Who is to be trusted, i.e. the differences which cultural groups trust which authorities responsible for disaster management and emergency services.
	 - As a conclusion, we should perhaps give the audience a brief outline of how to identify the links between culture and trust in

disaster situations, and how these links could be used in successful communication between citizens and different authorities.
Let's start…
[…]

For this summary, the moderator will represent the group on the discussion panel. The presentation should not exceed 5-10 minutes. The group should be guided to prepare a clearly structured summary that, if the results allow for, follows the main topics mentioned above.

Running total: 150 min

Appendix D: Discussion Guidelines – Stakeholder Assembly 3

Working Group Session 1: Approaches to ethnicity in disaster management

Discussion guideline (75min)

Materials needed: Showcard 1, Recommendations doc (Ethnicity)

Objectives	Briefing
Welcome and introduction [about 10 min.] - *Welcome participants* - *Obtain signed consent forms (if required)* - *Start recording the meeting* - *Thanking participants* - *Introduction of the moderator* - *Duration* - *Confidentiality* - *Ground rules for the discussion* - *Brief introduction of the participants*	*Welcome the participants, assign them a seat, and provide them with name cards.* *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.* "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. 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." *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.* "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: • We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group. • There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other's opinions. • 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.
	Do you have any comments or other suggestions for these ground rules?
	Do you have any other important general questions before we start?"
	[…]
	"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…"
	Running total: 10 min

Objectives	**Discussion topics**
1.Word association exercise [about 5 min.] *Question aims:* − ***Warm-up***	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. **Read Out (one at a time):** - Communication - Trust - Citizens **This is a warm up exercise. Do not discuss** *Running total: 15 min.*

2. Spontaneous reactions [about 10 min]
 	
Question aims:
− ***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.***
	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>
	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?
	
	Probe and explore fully
	
	In this set of questions, the participants should be encouraged to elaborate the underlying reasons for their reactions.
	  • *Resonance will give us 'easy wins' and effective communications messages*
	  • *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? *Running total: 25 min.*
3. Overall reactions to the recommendations [about 10 min] *Question aims:* − *Determine that recommendations are clear and make sense* − *Which will make the most noticeable difference and why*	Now, I'd like to understand you reactions to the recommendations we're proposing. **Share SHOWCARD 1, reading out further detail from the Recommendations document to ensure full recall and understanding** Looking at this, is there anything that does not make sense? **Where unclear determine why e.g. is it the wording or that participants do not understand the reasons behind the recommendation, etc.** Looking at these recommendations, is there any one (or more) that you feel will make more of a difference? Why? **Identify the top recommendation participants feel will have most impact and explore why.** Which actors/organisations that you think may benefit from having these guidelines? **Probe to determine whether any other third parties are mentioned apart from Policy-makers and Disaster Managers.** *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.* *Running total: 35 min.*
4. Detailed reactions to the individual recommendations [about 30 min] *Question aims:* − *Validate the recommendations – are they useful*	Now, I'd like to go through each of these individual recommendations and get your reactions to each one. For each recommendation ask: • 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**

− *Identify ease of implementation; are there any barriers* − *Suggestions for improvement*	**participants to give examples from their own experience where doing this would have made a difference** • Can it be improved? How and why? *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.* **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** *Running total: 65 min.*
5. Suggestions for improvement [about 8 min] *Question aims:* − *To identify any gaps/recommendations that can be added that are likely to make an impact*	Finally, thinking, do you think there are any recommendations or guidelines that could be added that have not been included here? **Allow for spontaneous response, encourage participants to think of their own experience and probe for motivations and benefits of any suggestions made.** *Running total: 73 min.*
4. Conclusion [about 2 min]	We are coming to an 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: 75 min.*

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

Discussion guideline (90min)

Materials needed: Showcard 2, Recommendations doc (Training)

Objectives	Briefing
Welcome and introduction [about 10 min.] – **Welcome participants** – **Start recording the meeting** – **Thanking participants** – **Duration**	*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.* *"Welcome back to this second session. This discussion will last about one hour and thirty minutes.* *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."* **ONLY if new participants have joined the session explain:** "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: - We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group. - There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other's opinions. - 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." Check that they have signed the consent form. "Do you have any comments or other suggestions for these ground rules? Do you have any other important general questions before we start?" […]

Objectives	Discussion topics
2. Spontaneous reactions [about 20 min] *Question aims:* − *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.*	"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> 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?" **Probe and explore fully** *In this set of questions, the participants should be encouraged to elaborate the underlying reasons for their reactions.* *<u>Resonance</u> will give us 'easy wins' and effective comms messages* *Anything which provokes <u>surprise</u> 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?* *Running total: 30 min.*
3. Overall reactions to the recommendations [about 15 min] *Question aims:* − *Determine that recommendations are clear and make sense* − *Which will make the most noticeable difference and why*	Now I'd like to understand your reactions to the recommendations we're proposing. **Share Showcard 2 reading out further detail from the Recommendations document to ensure full recall and understanding** Looking at this, is there anything that does not make sense? **Where unclear determine why e.g. is it the wording or that participants do not understand the reasons behind the recommendation, etc.** Looking at these recommendations, is there any one (or more) that you feel will make more of a difference? Why? **Identify the top recommendation participants feel will have most impact and explore why** Which actors/organisations that you think may benefit from having these guidelines? **Probe to determine whether any other third parties are mentioned apart from Policy-makers and Disaster Managers**

	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.
	Running total: 45 min.
4. Detailed reactions to the individual recommendations **[about 30 min]** *Question aims:* *− Validate the recommendations – are they useful* *− Identify ease of implementation; are there any barriers* *− Suggestions for improvement*	"Now, I'd like to go through the individual recommendations and get your reactions to each one." For each recommendation ask: - 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? *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.* **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** *Running total: 75 min.*
5. Suggestions for improvement **[about 10 min]** *Question aims:* *− To identify any gaps/recommendations that can be added that are likely to make an impact*	Finally, thinking about the topic, do you think there are any recommendations or guidelines that could be added that have not been included here? **Allow for spontaneous response, encourage participants to think of their own experience and probe for motivations and benefits of any suggestions made** *Running total: 85 min.*
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
Welcome and introduction [about 10 min.] − *Welcome participants* − *Obtain signed consent forms (if required)* − *Start recording the meeting* − *Thanking participants* − *Duration – explain that a short coffee break will be given half way through the discussion*	*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.* *"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. "* **IF new participants have joined explain:** "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: • We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group. • There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other's opinions. • 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. Check that they have signed the consent form Do you have any comments or other suggestions for these ground rules? Do you have any other important general questions before we start?" […] *Running total: 10 min*

Objectives	Discussion topics
2. Spontaneous reactions [about 20 min] *Question aims:* − *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.*	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> 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? **Explore fully** *In this set of questions, the participants should be encouraged to elaborate the underlying reasons for their reactions.* • *<u>Resonance</u> will give us 'easy wins' and effective communications messages* • *Anything which provokes <u>surprise</u> 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?* *Running total: 30 min.*
3. Overall reactions to the recommendations [about 20 min] *Question aims:* − *Determine that recommendations are clear and make sense* − *Which will make the most noticeable difference and why*	Now I'd like to understand you reactions to the recommendations we're proposing. **Share Showcards 3a reading out further detail from the Recommendations document to ensure full recall and understanding** Looking at this, is there anything that does not make sense? **Where unclear determine why e.g. is it the wording or that participants do not understand the reasons behind the recommendation, etc.** Looking at these recommendations, is there any one (or more) that you feel will make more of a difference? Why? **Identify the top recommendation participants feel will have most impact and explore why** Which actors/organisations that you think may benefit from having these guidelines?

	Probe to determine whether any other third parties are mentioned apart from Policy-makers and Disaster Managers
	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.
	Running total: 50 min.
4. Detailed reactions to the individual recommendations [about 45 min] *Question aims:* – *Validate the recommendations – are they useful* – *Identify ease of implementation; are there any barriers* – *Suggestions for improvement* –	Now, I'd like to go through the individual recommendations and get your reactions to each one. For each recommendation ask: • 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? *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.* **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** *Running total: 95 min.*
5. Suggestions for improvement [about 15 min] *Question aims:* – *To identify any gaps/recommendations that can be added that are likely to make an impact*	Finally, thinking about the topic, do you think there are any recommendations or guidelines that could be added that have not been included here? **Allow for spontaneous response, encourage participants to think of their own experience and probe for motivations and benefits of any suggestions made** *Running total: 110 min.*

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

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
Welcome and introduction [about 10 min.] − **Welcome participants** − **Obtain signed consent forms (if required)** − **Start recording the meeting** − **Thanking participants** − **Duration – explain that a short coffee break will be given half way through the discussion** − **(Only if new participants have joined the session)** − **Confidentiality** − **Ground rules for the discussion** − **Brief introduction of the participants**	*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.* *"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."* **IF new participants have joined explain:** "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: • We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group. • There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other's opinions. • 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." Check that they have signed the consent form "Do you have any comments or other suggestions for these ground rules? Do you have any other important general questions before we start?"

	[...]
	Running total: 10 min
	.

Objectives	Discussion topics
2. Spontaneous reactions [about 20 min] *Question aims:* – *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.*	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> 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? **Explore fully** *In this set of questions, the participants should be encouraged to elaborate the underlying reasons for their reactions.* • <u>Resonance</u> *will give us 'easy wins' and effective communications messages* • *Anything which provokes <u>surprise</u> 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?* *Running total: 30 min.*
3. Overall reactions to the recommendations [about 20 min] *Question aims:* – *Determine that recommendations are clear and make sense* – *Which will make the most noticeable difference and why*	Now I'd like to understand you reactions to the recommendations we're proposing. **Share Showcards 3a reading out further detail from the Recommendations document to ensure full recall and understanding** Looking at this, is there anything that does not make sense? **Where unclear determine why e.g. is it the wording or that participants do not understand the reasons behind the recommendation, etc.** Looking at these recommendations, is there any one (or more) that you feel will make more of a difference? Why? **Identify the top recommendation participants feel will have most impact and explore why** Which actors/organisations that you think may benefit from having these guidelines?

	Probe to determine whether any other third parties are mentioned apart from Policy-makers and Disaster Managers
	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.
	Running total: 50 min.
4. Detailed reactions to the individual recommendations [about 45 min] *Question aims:* - *Validate the recommendations – are they useful* - *Identify ease of implementation; are there any barriers* - *Suggestions for improvement*	Now, I'd like to go through the individual recommendations and get your reactions to each one. For each recommendation ask: - 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? *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.* **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** *Running total: 95 min.*
5. Suggestions for improvement [about 15 min] *Question aims:* - *To identify any gaps/recommendations that can be added that are likely to make an impact*	Finally, thinking about the topic, do you think there are any recommendations or guidelines that could be added that have not been included here? **Allow for spontaneous response, encourage participants to think of their own experience and probe for motivations and benefits of any suggestions made** *Running total: 110 min.*

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

Working Group Session 4: Improving trust, improving disaster management

Discussion guideline (90min)

Materials needed: Showcard 4, Recommendations doc (Trust)

Objectives	Briefing
Welcome and introduction [about 10 min.] – **Welcome participants** – **Obtain signed consent forms (if required)** – **Start recording the meeting** – **Thanking participants** – **Duration – explain that a short coffee break will be given half way through the discussion** – **(Only if new participants have joined the session)** – **Confidentiality** – **Ground rules for the discussion** – **Brief introduction of the participants**	*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.* "Welcome back. This final discussion will last about one hour and thirty minutes. 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. " **ONLY if new participants have joined the session explain:** "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: • We are interested in the opinion of each individual and we would therefore like to hear from all the people in the group. • There are no wrong or right answers. There are only different opinions. Consequently, we request that you mutually respect each other's opinions. • 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. Do you have any comments or other suggestions for these ground rules? Do you have any other important general questions before we start?" […] *Running total: 10 min* .
Objectives	**Discussion topics**
2. Spontaneous reactions [about 20 min]	"During this discussion we'll be talking <u>about engaging in activities and developing strategies aimed at improving trust between citizens and authorities</u>

	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?" **Probe and explore fully** *In this set of questions, the participants should be encouraged to elaborate the underlying reasons for their reactions.* • *Resonance will give us 'easy wins' and effective communications messages* • *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?* *Running total: 30 min.*
3. Overall reactions to the recommendations [about 15 min] *Question aims:* − *Determine that recommendations are clear and make sense* − *Which will make the most noticeable difference and why*	"Now I'd like to understand your reactions to the recommendations we're proposing. **Share Showcard 4 reading out further detail from the Recommendations document to ensure full recall and understanding** Looking at this, is there anything that does not make sense? **Where unclear determine why e.g. is it the wording or that participants do not understand the reasons behind the recommendation, etc.** Looking at these recommendations, is there any one (or more) that you feel will make more of a difference? Why? **Identify the top recommendation participants feel will have most impact and explore why** Which actors/organisations that you think may benefit from having these guidelines?" **Probe to determine whether any other third parties are mentioned apart from Policy-makers and Disaster Managers** *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.* *Running total: 45 min.*
4. Detailed reactions to the individual recommendations [about 30 min]	Now, I'd like to go through each of these individual recommendations and get your reactions to each one. For each recommendation ask:

	• 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? *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.* **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** *Running total: 75 min.*
5. Suggestions for improvement [about 10 min] *Question aims:* − *To identify any gaps/recommendations that can be added that are likely to make an impact*	Finally, thinking, do you think there are any recommendations or guidelines that could be added that have not been included here? **Allow for spontaneous response, encourage participants to think of their own experience and probe for motivations and benefits of any suggestions made.** *Running total:85 min.*
4. Conclusion [about 2 min]	We are coming to an end of this working group which, I think, has revealed some very interesting insights. Is there anything that you would like to add? Anything that you would like to tell the CARISMAND project team about this topic? **THANK AND CLOSE** *Running total: 90 min.*

Appendix E: Consent form

Consent Form for participation in Working Groups

Name of participant: _____

ID-card number: _____

I hereby give consent to the audio-recording of the discussions within the Working Groups and I commit to keep secret and confidential any information that I may gain access to during these discussions.

I have been informed that these Working groups are part of the CARISMAND project (Culture and Risk Management in Man-made and Natural Disasters) – a collaborative project co-funded by the European Union under the Horizon2020 programme.

I agree that my opinions and ideas expressed during these Working groups will only be used for the purposes of the CARISMAND project in an anonymised form by CARISMAND project members and other researchers. All my answers will be kept in a secure way.

My participation is voluntary and I understand that I am free to withdraw at any time, without giving any reason.

I hereby declare that I understand the participation conditions and that I agree to take part in these Working Groups.

Date …………………………………………………………………….

Signature …………………………………………………………….