



# LINKS

Strengthening links between technologies and society  
for European disaster resilience

## D1.6 REPORT ON SOCIETAL IMPACT AND CONSISTENCY WITH ETHICS AND SOCIETAL IMPACT STRATEGY

Report

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NOVEMBER 2021



This project has received funding from the European Union's Horizon 2020  
Research and Innovation Programme under Grant Agreement No. 883490



## DOCUMENT INFORMATION

<b>Grant Agreement</b>	No. 883490	<b>Deliverable Due Date</b>	30 November 2021
<b>Project Starting Date</b>	1 June 2020 (42 months)	<b>Actual Submission</b>	29 November 2021
<b>Deliverable Number</b>	D1.6 (WP1)	<b>Leading Partner</b>	UNIFI

### KEYWORDS

Ethics, Societal Impact, Assessment

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### VERSION HISTORY

Release	Status	Date
0.1	Initial Draft	01 July 2021
0.2	Internal Review	01 August 2021
0.3	Second Draft	30 September 2021
0.4	Consortium Review	15 October 2021

0.5	Ethics Advisor Review	28 October 2021
0.6	Third Draft	16 November 2021
0.7	Final Draft	25 November 2021
1.0	Final Version - Submitted to EC	29 November 2021

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## CITATION

Nardini, O. & Bonati, S. (2021). Report on Societal Impact and Consistency with Ethics and Societal Impact Strategy. Deliverable 1.6 of *LINKS: Strengthening links between technologies and society for European disaster resilience*, funded by the European Union's Horizon 2020 Research and Innovation Programme (No. 883490). Retrieved from <http://links-project.eu/deliverables/>.

## EXECUTIVE SUMMARY

### About the project

LINKS “Strengthening links between technologies and society for European disaster resilience” is a comprehensive study on disaster governance in Europe. In recent years, social media and crowdsourcing (SMCS) have been integrated into crisis management for improved information gathering and collaboration across European communities. The effectiveness of SMCS on European disaster resilience, however, remains unclear, the use of SMCS in disasters in different ways and under diverse conditions. In this context, the overall objective of LINKS is to strengthen links between technologies and society for improved European disaster resilience, by producing sustainable advanced learning on the use of SMCS in disasters. This is done across three complementary knowledge domains:

- Disaster Risk Perception and Vulnerability (DRPV)
- Disaster Management Processes (DMP)
- Disaster Community Technologies (DCT)

Bringing together 15 partners and 2 associated partners across Europe (Belgium, Denmark, Germany, Italy, Luxembourg, the Netherlands) and beyond (Bosnia & Herzegovina, Japan), the project will develop a framework to understand, measure and govern SMCS for disasters. The LINKS Framework consists of learning materials, such as scientific methods, practical tools, and guidelines, addressing different groups of stakeholders (e.g., researchers, practitioners, and policy makers). It will be developed and evaluated through five practitioner-driven European cases, representing different disaster scenarios (earthquakes, flooding, industrial hazards, terrorism, drought), cutting across disaster management phases and diverse socioeconomic and cultural settings in four countries (Denmark, Germany, Italy, the Netherlands). Furthermore, LINKS sets out to create the LINKS Community, which brings together a wide variety of stakeholders, including first-responders, public authorities, civil society organisations, business communities, citizens, and researchers across Europe, dedicated to improving European disaster resilience through the use of SMCS.

### About this deliverable

The deliverable (D1.6) is the first assessment report of the LINKS Ethics and Societal Impact Strategy (D1.5: Bonati & Morelli, 2020). It aims to monitor how the recommendations and objectives identified in D1.5 have been addressed until Month 18 by the Consortium Partners and to provide updates to the Societal Impact Strategy. The document clarifies how the ethical and societal impact issues have been addressed in the first period of the project.

The report is organized in four sections: Section 2 provides a review of the planned ethics issues and actions, Section 3 focuses on the ethics assessments discussing the results of the first internal ethics assessment survey, the Ethics Advisory Board and its purposes, and provides answers to the Ethics Advisor’s observations contained in D10.5. Section 4 presents the progress on the Societal Impact

Strategy, including an update on the societal impact roadmap and further details on the process for the societal impact assessment adopted in the project.

In general, the results in the report show that the consortium has worked hard in the first period of the project to address the requirements and expectations of the Ethics and Societal Impact Strategy and the Ethics Advisor. The report also highlights actions which are ongoing or need to be better addressed in the project. Accordingly, the deliverable concludes with the open actions that should be satisfied before the end of the project.

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## LIST OF ACRONYMS

Acronym / Abbreviation	Description
DCT	Disaster Community Technologies
DMP	Disaster Management Process
DPO	Data Protection Officer
DRPV	Disaster Risk Perception and Vulnerability
EAB	Ethics Advisory Board
FAIR	Findable, Accessible, Interoperable and Reusable
LCC	LINKS Community Center
LCW	LINKS Community Workshop
LGBTQ+	Lesbian, Gay, Bisexual, Transgender/transsexual, Queer, +
SMCS	Social Media and Crowdsourcing
WP	Work Package



## DEFINITION OF KEY TERMS<sup>1</sup>

Term	Definition
Disaster	A serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability and capacity, leading to one or more of the following: human, material, economic and environmental losses and impacts (UNDRR, 2016).
Diversity	Diversity is indicated by two facets: 1) diversity as a characteristic, consisting of demographic differences between individuals (e.g., gender, age, cultural identity), diversity awareness and vulnerability; 2) diversity as a resource, including a range of capabilities, skills, knowledge, and information access (LINKS Glossary).
LINKS Framework	A set of learning materials, such as methods, tools and guidelines for enhancing the governance of diversity among the understanding of SMCS in disasters for relevant stakeholders. Methods in LINKS refer to approaches that will enable researchers and practitioners to assess the effects of SMCS for disaster resilience under diverse conditions. Tools are practical instruments supporting first-responders, public authorities and citizens with the implementation of SMCS in disaster and security contexts. Guidelines are recommendations for improving national and regional governance strategies on SMCS as well as introductions and explanations of how to apply the methods and tools under diverse conditions (LINKS Glossary).
Resilience	The ability of individuals, institutions, and systems to recover from disturbance and to develop and adopt alternative strategies in response to changing conditions (definition builds on Tyler & Moench, 2012; see also LINKS Glossary).
Vulnerability	<p>The conditions determined by physical, social, economic, and environmental factors or processes which increase the susceptibility of an individual, a community, assets, or systems to the impacts of hazards.</p> <p>The LINKS project focuses on social vulnerability, which is interpreted as a function of exposure, susceptibility, and resilience. It is a pre-existing and fluid condition, result of processes built over time (e.g.,</p>

<sup>1</sup> Definitions are retrieved from the LINKS Glossary (forthcoming).

Term	Definition
	social power relations at national and international levels) and all the environmental and social circumstances that allow or limit community's capacity to deal with risks (UNISDR 2004 and D2.1).
Vulnerable groups	Those groups that due, to physical, social, economic, and environmental factors or processes, are more exposed and susceptible to the impacts of hazards.

## 1. INTRODUCTION

According to task 1.4 “Development and monitoring of ethics and societal impact strategy” of the LINKS project, the aim of this deliverable (D1.6) is to monitor the application of the Ethics & Societal Impact Strategy of the project throughout its duration. Furthermore, it is to provide updates to the strategy as needed. This is the first of two monitoring steps planned for the Ethics & Societal Impact Strategy in accordance with the Grant Agreement.

The D1.5 ‘Ethics & Societal Impact Strategy’ (Bonati & Morelli, 2020) provides the ethics procedures and societal impact actions that LINKS partners must adhere to. Thus, this deliverable (D1.6) takes into account all the actions planned in D1.5 and is both an internal evaluation and a proposal for further actions. The document is meant as a guide to the ethics progress in the project for the LINKS partners and will be updated in D1.7 in Month 42.

This deliverable is organized as follows: Section 2 provides an overview of the ethics strategy as defined in D1.5, focusing in particular on how the requests described in Section 2, 3 and 4 of D1.5 have been addressed by the LINKS project; Section 3 presents how the ethics assessments (described in Section 5 of D1.5) have been organized during the first year of the project, providing the two ethics assessment surveys (attached in the Annexes: Annex I: Partner Ethics-Assessment Survey and Annex II: Research Ethics-Assessment Survey). It further provides a presentation of the Ethics Advisory Board (EAB) and an updated table of responses to how the consortium has, until Month 18, addressed the recommendations provided by the project independent Ethics Advisor in D10.5 (GEN – Requirement No. 6 (Clark, 2021); Section 4 focuses on the Societal Impact Strategy (that refers to Section 6 of D1.5) with a review of the partners’ tasks and an overview of the actions that have been accomplished at this stage of the project.

This document can be considered as a guide for the LINKS Consortium Partners to identify how the different ethics and societal impact issues have been addressed until today and what are the next steps for the project.






## 2. OVERVIEW ON THE ETHICS STRATEGY

In the LINKS project, it is important that all the partners take into account the LINKS Ethics Strategy. This is a way to ensure principles of inclusion and respect towards diversity, privacy, dignity, and autonomy of participants in the project. In particular, D1.5 outlines several actions which should be taken into account by the consortium within five ethical topic areas: diversity awareness, research procedures, informed consent, data management, and ethics assessments. Table 1 provides an overview of the actions to be addressed under each topic area, the partners responsible, the current status, and the sections within this deliverable where we briefly elaborate on how the actions have been or will be met. These actions have been defined in D1.5, however some have been added with the aim of responding to the ongoing needs of the project and the suggestions coming from the Ethics Advisor.

The statuses for actions in this document are indicated by the following icons:

-  Completed / Yes
-  In process
-  Not started / No

**Table 1: Overview on Ethics Actions**

Topics in D1.5	Actions to be conducted	Responsible	Status	How actions are met
Diversity Awareness	Develop the Diversity Awareness Strategy	VU, UNIFI		Section 2.1.1
	Identify and develop the gaps about gender and age in risk perception and vulnerability studies	UNIFI		Section 2.1.2
	Integrate minors' perspectives in research	SCIT, UNIFI		Section 2.1.3
	Ensuring fairness in LINKS Community Center providing guidelines and information	SIC		Section 2.1.4
	Assess partners' diversity awareness	UNIFI, VU		Section 2.1.1 as part of the diversity awareness strategy

Topics in D1.5	Actions to be conducted	Responsible	Status	How actions are met
Research Procedures	Define the participant recruitment process in an accessible way	UNIFI	✓	Section 2.2.1
	Provide procedures for anonymization and pseudonymization of the data	UNIFI	✓	Section 2.2.2
Informed Consent	Provide information sheet and informed consent	UNIFI, VU	✓	Section 2.3
Data Management Plan	Provide the Data Management Plan and collect partners procedures for archiving and transferring data	VU	✓	Section 2.4
Ethics Assessments	Establish the Ethics Advisory Board (EAB) and conduct the Ethics Assessments	VU, UNIFI	✓	Section 3

## 2.1 Diversity Awareness

Diversity is one of the most important topics in the LINKS project, by perceiving it as added value in terms of excellence, creativity, and opportunities. On the one hand, we foster diversity in the consortium, in particular regard to gender, age and vulnerability. On the other hand, we aim to deliver inclusive project results, deliverables and outcomes by considering diversity in our research (e.g., participants, research questions). An update of the definition of diversity in the LINKS project has been provided in the LINKS Glossary, the Diversity Awareness Strategy and below in Section 2.1.2.

### 2.1.1 Diversity Awareness Strategy

The Diversity Awareness Strategy is an internal LINKS document. It is a living document that is continuously updated as the project advances. In each phase of the project the concepts of diversity and inclusiveness have to be respected.

The strategy is addressing the following points:

- An updated definition of the concept of diversity to be used in the project. This has also been included in the LINKS Glossary.
- **How to address diversity within the consortium:** As effective cooperation and decision making might be affected by diverse working environments (e.g., gendered working environments such as male dominated professions); we aim to overcome this by mapping the diversity awareness among partners. Accordingly, the monitoring of gender diversity and inclusion among the partners is included in the project technical reporting in Months 12, 30 and 42. Furthermore, a first assessment of consortium partners' diversity awareness has been completed in July 2021 through the ethics assessment survey. However, according to

the latest suggestions received by the Ethics Advisor in October 2021, and according to this strategy, further diversity awareness criteria will be included in the second ethics assessment survey that will be submitted to all the partners in June 2022, in order to gain further insight into the diversity awareness of the partners as well as to assess their needs in this regard. Based on the results, the internal Ethics Advisory Board (EAB) will decide the best way to further promote diversity awareness in the project for the second phase of the project. In the meanwhile, a meeting about the diversity awareness strategy will be planned with the consortium partners (scheduled for Month 21) in order to present this strategy, promote actions of diversity awareness to follow until July 2022, and to collect partners' needs on the topic.

- **How to address diversity outside of the consortium:** LINKS partners aim to ensure equal opportunities by organizing workshops in different locations, thereby facilitating the participation of partners and stakeholders from different backgrounds and locations. To monitor diversity in LINKS Community Workshops (LCWs), WP8 has produced a feedback template that has the purpose to capture – among the others - information on gender and age of the participants. This will help to better address the future assessment phases and discussions in the workshops.
- **How to address diversity in the research:** referring to the research that is planned with participants, in D1.5 diversity was defined along the following three axes: gender, age, and vulnerable groups. In general, the diversity concept is not limited only to these three categories, but they need a specific focus in this project because they are the most relevant to consider in the disaster studies. LINKS studies the intersectionality of these axes from a dynamic perspective as described in D2.1 (Bonati, 2020) and their subsequent impacts on societal resilience. Moreover, the project supports the participation of different social groups with different backgrounds ensuring that everyone has equal opportunity to participate in the project activities rather than excluding certain social groups. In doing so, we focus in particular on the communication between practitioners and public in the project. That is, how to reach and share information with diverse social groups, through different platforms and channels, either directly or indirectly (e.g., policies, social media, interactions) and especially taking into account the use of social media and crowdsourcing (SMCS) during a disaster.
- **How to address diversity in dissemination:** dissemination of the results will be inclusive in the way that: 1) different social groups will receive project results particularly relevant to their needs and/or context, and 2) different social groups will be able to understand the outcomes and implications. We aim to develop a protocol for dissemination in which we will provide guidelines on selecting relevant results for specific groups and how to effectively communicate these results. This will foster better use of existing social media and crowdsourcing related technologies in disaster management, across different phases. For

example, this might promote a better and more relevant preparation among different groups facing different types of risks/disasters, and lead to inclusive policy development for reducing vulnerabilities among specific groups.

### 2.1.2 Gender, Age and Vulnerable Groups' Perspective in Research

In D1.5, one of the actions was to consider gender, age and vulnerability in the development of the knowledge bases (Disaster Risk Perception and Vulnerability - DRPV, Disaster Management Processes – DMP, and Disaster Community Technologies – DCT) in terms of their interactions with risk perception, risk management procedures and risk communication.

Accordingly, WP2 had the responsibility to evaluate how age and gender have been investigated in studies on vulnerability and risk perception. This has been provided in D2.1 and D2.2 (Pazzi et al., 2021) where an extensive literature review has been produced.

In particular, the main results show that:

- D2.1: gender and age are typically adopted as variables to assess vulnerability. However, this approach has the limit to 'freeze' people to a condition of vulnerability according to specific personal characteristics, without taking into account their potential in terms of resilience. Accordingly, D2.1 suggests adopting a dynamic perspective on vulnerability, not considering gender and age only as factors of vulnerability but also as a resource. With dynamic perspective we mean evaluating it as a condition acquired over time that can be modified over time and in the project. It is linked to the idea that a disaster can produce experiences of vulnerability and resilience in a simultaneous way and a contextual analysis is needed of the way in which they interact. Some examples on this direction have been identified in some studies on social media and crowd sourcing (SMCS) and disasters, as the role that social media can have in reducing isolation e.g., of women in disasters, promoting the creation of WhatsApp groups, or examples in which minors have promoted actions of community resilience participating to experiences of crowd mapping. Furthermore, some considerations are also provided on the resilience/vulnerability of LGBTQ+ people in relation to the use of social media in emergencies, and other examples of studies that adopt a multi-age approach (this concept is defined in the D2.3 (Bonati et al., 2021). To conclude, a specific section on diversity has been included in the D2.1, providing the main results of the studies that focus on the differences in age and gender vulnerability.
- D2.2: As in D2.1, in D2.2 the review takes in exam studies that argue for adopting a multi-age approach in disaster research and promoting an intergenerational dialogue; furthermore, studies that discuss similarities and the differences on SMCS use according to the different age groups are considered. As in D2.1, diversity has been taken into consideration as a variable of risk perception. In particular, Section 5.3 presents some first considerations on a multi-age approach that could be adopted in the LINKS project, stating

that few studies discuss minors' and elderly risk perception and SMCS, and that a minors' perspective should be included.

- D3.1 (Nielsen et al., 2020): vulnerability is included in the resilience wheel, according to the approach provided in D2.1. The resilience wheel is a draft model that helps to define institutional resilience. It takes into account the DRPV – DMP - DCT knowledge bases developed by WP2-4. Regarding the vulnerability theme, partners (short-term) and disaster management organisations (long-term) are encouraged to use the Disaster Management Processes Resilience Wheel to identify the inclusivity, accessibility, tailoring and sensibility concepts related to the use of SMCS and the relationship with vulnerable groups during a disaster.
- Disaster Community Technology knowledge base: although vulnerability is not directly within the scope of Work Package 4, a collaboration among the three knowledge bases (DRPV – DMP – DCT) was established to ensure a perspective on vulnerability in the Disaster Community Technology analysis during the runtime of the project. This process has also consequences for the implementation of the LINKS Community Center specifically to include a DRPV perspective in the DCT analysis. Some first results on this should be provided during the first assessment phase (September 2021 – March 2022). WP2 is working in collaboration with WP4 to identify the limits of accessibility to technologies and how to overcome them.
- Cross-case assessment (D2.3: Bonati et al., 2021; D3.2: Nielsen et al., 2021; and D4.2: Gehlhar et al., 2021, and research protocols): the need to ensure diversity has also guided the selection and development of LINKS research methodologies. Although it has not been specified in the three deliverables, this has been considered in building the research instruments that have been provided to the case assessment teams before the research took place into the protocols for research. In particular, a first analysis about gender and age of research participants has been included, such as the need to capture a vulnerability perspective, considering, e.g., in selecting research participants to interview also vulnerability experts and representatives. Furthermore, interviews, that are based on the resilience wheel, and the survey guest a specific section on vulnerability. To conclude, due to the COVID-19 pandemic, for the first case-based assessment the consortium has decided to not include vulnerable people as research participants in cross-case research to avoid exposing them to risks. This will be better implemented in the next phase of the project (see about the mitigation measures in Section 4.1.2).
- Deep dives: at this level of research, Case Assessment Teams were asked to include a first analysis about gender, age and vulnerability in their research activities. Thus, support has been provided to them during the Case Coordinator Meetings and by the DRPV methodological taskforce.



### 2.1.3 Integrate Minors' Perspective in Research

In D1.5 some indications are provided on how to involve minors in the research activities. It is important to take into account that minors are considered as a vulnerable group that need for special consideration. For this reason, all the ethical considerations and the recommendation for the involvement of minors in workshops and activities promoted by the LINKS project are specified at follow.

WP2 suggests considering minors' perspective in the LINKS Framework, following two directions:

- To consider minors in research participants' selection;
- To develop specific research tasks that involve minors.

This will be done in particular in the Italian scenario as a pilot case where some activities with minors are planned between September 2021 to May 2023:

- Focus groups will be conducted that adopt a multi-age approach (including minors over 14 years old who could participate);
- Participatory action research games will be implemented in two schools in the province of Terni (minors between 11-13 years old);
- A multimedia product will be developed in collaboration with a school in province of Terni, Save the Children Italy, and University of Florence.

LINKS' partner Save the Children Italy has provided the following documents to ensure ethical considerations in the research activities with minors:

- Research procedures to follow with minors, as included in D10.1;
- Safe Child Checklist (that can be found at the end of this document as Annex III, see Section 7.3) which contains all the action to be used by all project partners to ensure that minors and adolescents are protected from any potential harm. This implies that minimum standards regarding actions, behaviours and procedures must be respected in all phases of the project, from planning to carrying out workshops and events, and during the monitoring and evaluation of the work done with minors;
- Age-appropriate information sheet (minors 11-14 years old) and informed consent for minors over 14 that will be presented in the Section 3 (see also Annex IV in Section 7.4);
- The update of the policy for child safeguarding (old version was attached to D1.5). The latest version of the document has been provided to the partners as an internal document.

### 2.1.4 Ensuring Fairness in LINKS Community Center

According to D1.5, before the full activation of LINKS Community Center (LCC), WP7 and European Organisation for Security (EOS) should contribute to provide indications on how to manage, prevent, and deal with inappropriate and seriousness situations of discrimination and especially related to the social media activities. A good starting point that has been taken in consideration are the codes

of conduct adopted in various software projects, i.e., the Contributor Covenant<sup>2</sup> or the Citizen Code of Conduct<sup>3</sup>. Furthermore, D7.2 'Concept for the LINKS Community Center' (Kiehl et al., 2021) defined tools and governance structures which have the aim to guarantee the quality of contents. For the governance, in particular, there will be one party (Stichting VU who is responsible for the LINKS Framework) which will be responsible for the quality assurance of contents provided by members in the LINKS Community Center, and subject matter experts (to be agreed with Work Package Leaders and partners) will be responsible for the quality assurance of contents in the specific knowledge domains.

Further indications on how to manage the online community will be provided in Task 7.4 that has started in Month 16. This management will entail quantitative (i.e., usage numbers) and qualitative (i.e., obtained using surveys) indicators to measure and improve the quality of the LINKS Community Center and the content it contains. Furthermore, a moderation in accordance with the aforementioned code of conduct will be established. Active usage of the LINKS Community Center will be promoted through LINKS project members using the Center for project-related activities, thus generating an activity baseline. This process will be established in such a way that it is inclusive for non-project-members, who are welcome to participate at any time.

## 2.2 Research Procedures

This section focuses on the main steps to be addressed according to D1.5. That is, to guide the partners in respecting and solving ethical issues during the research activities and in particular during recruitment of participants and with issues related to privacy/anonymity.

### 2.2.1 Recruitment of Participants

General procedures on the recruitment of research participants have been provided in D10.1 (Bonati & Graziani, 2020), submitted in Month 5. Further details have been introduced in the methodological deliverables, in particular in D2.3, 3.2 and 4.2, and they have been implemented in the research protocols that focus on the cross-case assessments and were provided to the partners for surveys and interviews that will be carried out from October 2021 to March 2022. The protocols will be included in D6.2 (Fonio, 2021) in Month 18, in connection with the second work plan for the case assessments. At this stage, the cross-case analysis requires mainly the involvement of participants from disaster management organizations.

If local case teams decide to involve vulnerable groups in their case study a specific internal protocol for that involvement in research has been developed by the project: "Pocket-guidelines for Ethics

<sup>2</sup> [https://www.contributor-covenant.org/version/2/1/code\\_of\\_conduct/](https://www.contributor-covenant.org/version/2/1/code_of_conduct/)

<sup>3</sup>

[https://github.com/stumpsyn/policies/blob/7caa4699ba74e341a46b3266d4610af477ba2c3d/citizen\\_code\\_of\\_conduct.md](https://github.com/stumpsyn/policies/blob/7caa4699ba74e341a46b3266d4610af477ba2c3d/citizen_code_of_conduct.md)

in Interviews and Focus Groups”. Further protocols could be provided according to the future research plans.

### Feedback from Denmark Pilot Study

The recruitment of participants for interviews was tested in the Spring of 2021 in Denmark in relation to the pilot interviews. The recruitment concerned professionals, and they had positive feedback about the recruitment procedure. They understood the invitation well and the conditions for the interviews were clear to them.

#### 2.2.2 Privacy / Anonymity

Procedures for anonymisation and pseudonymisation have been provided in the LINKS Data Management Plan in D10.3 (Clark, 2020) in Month 5, giving the general steps to follow within LINKS and noting that each partner has the responsibility for the anonymisation/pseudonymisation of its research data.

Considering the research methods identified in D2.3, D3.2 and D4.2, further details on the process of pseudonymization to apply to interviews and focus groups have been provided in the “Pocket-guidelines for Ethics in Interviews and Focus Groups” (internal document).

Referring to the three research methods described in the methodologies (questionnaire, interviews and focus groups), different techniques for the pseudonymisation of data will be applied in LINKS project. The questionnaire will be online, and data will be collected in anonymous way; for the interviews and focus groups data will be pseudonymised before they are shared with the other research partners. These procedures should not interfere with the possibility to have a final socio-cultural representation of the participants. Information like gender, range of age, workplace or role in disaster management processes will be collected and will not be damaged by the pseudonymisation procedures.

### Feedback from Denmark Pilot Study

In the introduction to the Danish pilot interviews, the participants were informed about their right to privacy and anonymity. Some of the stakeholders interviewed did however state, that it to some extent could be difficult to anonymise them, since they hold distinct positions and are well known in the Danish professional community of emergency management. They did however state that their accounts are unproblematic, and that they don't need to be treated with anonymity. The Danish partners (University College Copenhagen) do none the less secure the highest possible degree of anonymity.

## 2.3 Informed Consent

Informed consent forms and the information sheets have been provided in all the languages of the consortium partners (English, Italian, German, Danish, Dutch, and Japanese) at Month 5, and they have been attached as annexes in the D10.1. In accordance with the observations provided by the Ethics Committee of the University of Florence, a revised and simplified version for Italy has been created.

The project has also developed an information sheet and informed consent specifically for minors. A pilot test of the information sheet has been done in an Italian school with minors between the age of 12 to 14 in March 2021. The new version of the information sheet follows the recommendations received from the Ethics Advisor and the Ethics Committee of the University of Florence and adopts a child-friendly language (the new version is attached as Annex IV, Section 7.4).

In reference to the Italian document '*Il consenso informato nella ricerca scientifica: Ethical Toolkit*' (translation: Informed consent on the scientific research: Ethical Toolkit) defined by the National Council of Research (CNR) Committee for Research Ethics and Bioethics which is available through this link<sup>4</sup>, Table 2 below provides the ethics issues checklist for informed consent and information sheet to follow in order to ensure that in the documents provided by the LINKS project all the ethical aspects are taken into account before the research activities start.

**Table 2: Ethical Issues Checklist for Informed Consent and Information Sheet**

Issues		Status
Information Sheet	Information is explained in the native language of participants using a clear and easy language	✓
	The document contains information about finalities and scopes of the study	✓
	Duration of the study	✓
	Number of participants involved and criteria of recruitment of participants	✓
	Procedures of the research activity	✓
	Expected benefits both direct and indirect	✓
	Possible risks and inconvenience of the research	✓
	Possibility to have unexpected data and information on how data will be managed	✓
	Title of the research	✓

<sup>4</sup> [https://www.cnr.it/sites/default/files/public/media/doc\\_istituzionali/linee-guida-integrita-nella-ricerca-cnr-commissione\\_etica.pdf?v=4](https://www.cnr.it/sites/default/files/public/media/doc_istituzionali/linee-guida-integrita-nella-ricerca-cnr-commissione_etica.pdf?v=4)

Issues		Status
	Name of the researcher responsible	✓
	Possibility to stop the study and the way to do this	✓
	How participants can access to the information produced by the project	✓
	How data will be used	✓
Informed Consent	Informed consent is separated by the information sheet document	✓
	It should be written in first person	✓
	The use of terms has respect of the gender differences	✓
	The information provided is easy to understand and complete	✓
	Possibility for the participant to ask questions to the researcher	✓
	Participant has understood the risks and benefits of the research	✓
	Information about the protection and privacy of data	✓
	The willingness to participate to the research has to be expressed in a clear way	✓
	Who is the scientific responsible for the research	✓
	Who is the responsible for personal data	It is already specified in the information sheet
	Who is the researcher who collect data	✓
	Procedures for people unable to provide the informed consents have to be expressed in a clear way	✓

## 2.4 Data Management

At Month 5, a Data Management Plan has been created to provide instruction on data collection, data management and ensuring data security in LINKS project. In particular, WP leaders are responsible for the management and monitoring of the data of their WPs. The data should be Findable, Accessible, Interoperable, and Reusable (FAIR) in accordance with the “FAIR Guiding Principles for scientific data management and stewardship” and the document includes the guidelines and the instructions on how to respect these principles. In the Data Management Plan document, the section about the security of the data explains how to manage them and which methods of data collection are used by each partner.

The Data Management Plan should be monitored in future to see if LINKS partners are following the guidelines that were provided in their documents and to verify if it needs to be updated. This monitoring is the responsibility of partners responsible for collecting and storing data locally and is further monitored under WP6 by Stichting VU through meetings with the case teams before (first meeting was October 2021) and after data collection periods. Self-monitoring checks are also embedding within the Ethics Research Assessment survey, overseen by the Ethics Advisory Board.

Data about minors are subjected to the rules supply by Data Management Plan as well as the principles provides by General Data Protection Regulation (GDPR). For minors, data are collected only if necessary. At the moment, no personal data beyond details necessary for participant recruitment about minors have been planned to be collected in LINKS project.

Furthermore, relevant LINKS partners have provided their institutional procedures for data management, including the storing and transferring data of the participants, and locally assigned data protection officers (DPOs). This is detailed in D10.3. Each partner and institution are responsible for the storage and management of the data they collect and to put them in a secure virtual place where only authorized personnel can access it.

### Feedback from Denmark Pilot Study

Some of the data management procedures were tested in relation to the pilot interviews carried out in Denmark in March and April 2021. The procedures for pseudonymization, storage of the recorded interviews and transcripts, secure transfer of sound files to student assistants for transcription, secure transfer of transcription from student assistants to principal investigator were tested and discussed at University College Copenhagen and evaluated by the University College Copenhagen DPO.

## 3. ETHICS ASSESSMENTS

### 3.1 Ethics Assessments

LINKS encourages all partners to apply an ethical approach during the activities, phases, and processes inside of the project. For this reason, the consortium has adopted an ethics assessments strategy consisting in two types of evaluation: a general evaluation which involves all partners, and a research evaluation which specifically focusses on research activities.

The **partner self-ethics assessment** foresees an annual survey (Month 12, 24, 36) with the analysis of the ethics awareness of the partners within LINKS, in relation to their capacity to take part in project from an ethical point of view. The survey has been provided by the Ethics Advisory Board (EAB) to all consortium partners and is attached to this document in Annex I (Section 7.1). The main results of the first assessment are provided in the following section 3.1.1. Based on the answers given, the Ethics Advisory Board evaluates which issues need to be addressed to increase the ethics awareness of the partners for the next actions. A pilot test of the survey has been conducted in June-July 2021 in two countries: Denmark and Italy.

The second evaluation refers to the **research ethics assessment** and is concerned with ensuring that ethical considerations are taken into account for the research to be conducted with participants. A detailed survey, composed of few open-ended questions, have been developed by the Ethics Advisory Board and each (relevant) partner should complete this before the start of their research activities. The survey can be found in Annex II, Section 7.2.

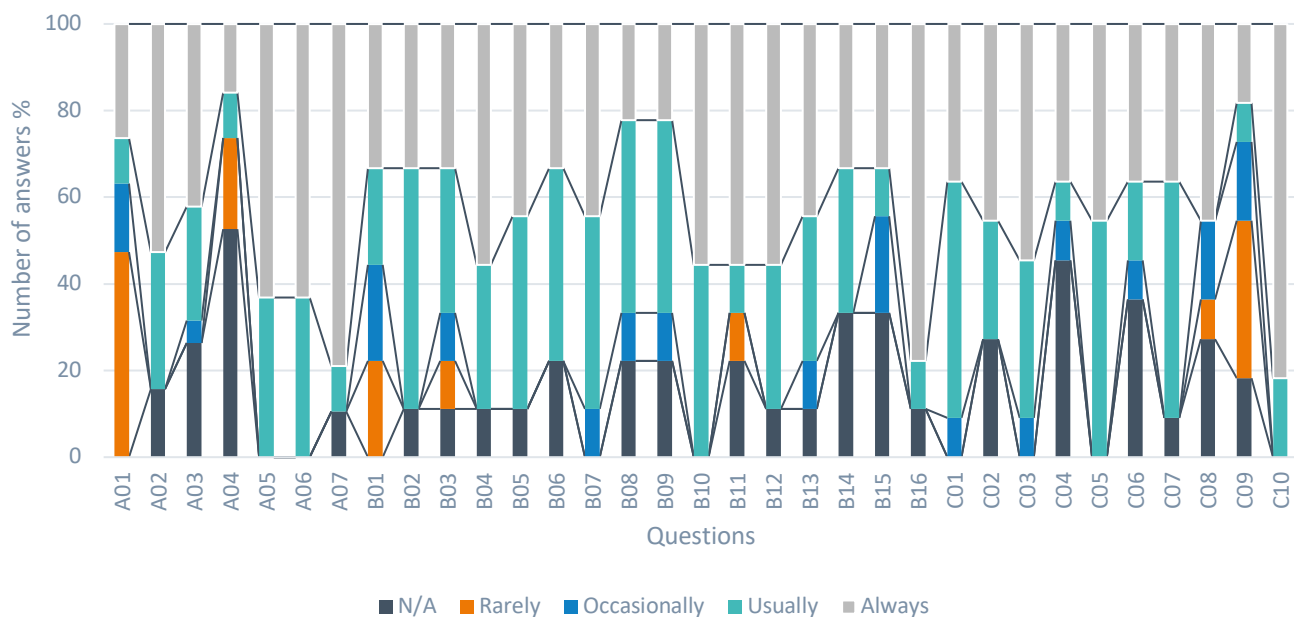
#### 3.1.1 Structure of the Partner Self-Ethics Assessment Survey

The partner ethics assessment survey is composed of three sections which refer to three different audiences: section 'A' is for all individuals who work on the LINKS project, and it is composed by seven non-mandatory questions; section 'B' is for Partner Team Leaders and presents sixteen mandatory questions; section 'C' is for Work Package Leaders and Task Leaders and consists of ten mandatory questions. The survey is composed of questions with multiple choice answers (N/A, Rarely, Occasionally, Usually and Always) and responses are anonymous. This choice has been done to ensure that all participants could feel free to answer. The purpose of the survey is first of all to encourage the partners to do a real in-depth individual assessment and to take actions in case of need, and, on the side of the consortium, to understand the degree to which the partners adhere to the ethics and societal impact strategy of the project as well as the level of their ethics awareness.

Figure 1 shows the results of the survey: the x-axis refers to the questions, and the y-axis presents the number of answers, in percentage. These values are in percentage because each section has a different number of people who answered the questions (A: 19 answers; B: 9 answers; C: 11 answers), so in this way the graphic results clearer and easier to understand. Given that the questions have different multiple-choice answers, for visualisation purposes, each of the five

answers options are indicated by different colours: 'N/A' in dark grey, 'rarely' in orange, 'occasionally' in blue, 'usually' in light-blue and 'always' in light grey, so it can help to an easily understanding of the type of answers provided.

**Figure 1: Structure and Results of Partner Self-Ethics Assessment Survey**



### 3.1.2 Results from the Partner Self-Ethics Assessment Survey

The results of the questionnaire, which are visible in Figure 1, reveal that all the respondents consulted the D1.5 'Ethics and Societal Impact Strategy' for ensuring that their work within LINKS was consistent with the ethical standards of the project (A01). This is also confirmed by the answers provided by the Partner Team Leaders (B01: *My team members and I have consulted the 'D1.5: Ethics and Societal Impact Strategy' for ensuring that their work within LINKS was consistent with the project's ethical standards*). Around half of the respondents in Section A stated they consulted it rarely, while this percentage decreases with Partner Team Leaders in Section B, where 'occasionally', 'usually', 'always', appear more frequently. This could be justified by the different rules and responsibilities of the respondents; Partner Team Leaders are most frequently called to take actions to ensure ethical standards in their teams. This attention to the ethics is proved also by the answers to question B02 (*My team members and I have applied the ethical approach described in 'D1.5: Ethics and Societal Impact Strategy' in the management of our activities, e.g., respecting working hours, providing a safe working environment*), according to which around 90% of the responders answered they applied the ethical approach 'usually' and 'always'. Only 10% answered 'N/A'. Because it is not possible to know what is inferred by the 10%, it will be considered to add an open question in the next survey monitoring.



Proceeding with the analysis, questions B11-B16 are about the societal impact of the project and the answers provide an affirmative view of the partners' approach. Most of the partners indicated to have involved local communities and to inform them about the project. About B14 *'We promptly informed the consortium of risks, ethical, and safety issues potentially encountered during the activities (for example, research, workshops, events, ...) we planned in local cases'*, the high number of 'N/A' answers is explained by the fact that most of the field activities scheduled for the first year of the project were postponed due to COVID-19 emergency. This is in line with the research plan of the project which has been reviewed in part taking into account also the impact of COVID-19 pandemic. This can be observed also in B15, regarding the execution of local activities for creating public awareness of project research and outputs. The difficulty to develop field activities has limited these actions, and as such, when possible, they have been moved to the second year of the project. It is expected that these actions will take place in the second part of the project.

Focusing on Section C, most of the partners stated to have adopted mitigation measures, particularly during the COVID-19 pandemic, in planning their research activities (C03). In response to question C04 *'The ethical issues in regards to our work were effectively overcome'*, most of the partners answered 'N/A'. This could be because partners did not encounter ethical issues; however, because this is only a deduction, this should be better investigated in the next ethics assessment survey; in the meanwhile, it is suggested the coordinator to adopt some strategy to ensure that no ethical issues are still opened.

In the same direction, answers to question B09 *'Our team opened discussions on the ethical aspects of the research/work with these partners'*, where most are 'usually', and to question A04: *'In case I encountered ethical problems while carrying out my tasks, I referred to the Ethics Advisory Board to find a solution'*, where most are 'N/A', do not give the possibility to clearly say if partners encountered ethical issues, if they effectively solved them, and what could be the role of the Ethics Advisory Board in solving them. Accordingly, a consortium discussion on this point is recommended.

Going to question C05, we see that respondents answered that 'usually' or 'always' they gave attention to the schedules and needs of the other partners in planning project activities. This is a really positive and important answer that gives the idea that respondents took in consideration the potential consequences of their decisions on the other partners. However, it is important to ensure that this point continues to provide positive responses, especially investigating if who answered 'usually' had effectively detected situations (although rarely) in which this did not happened and why.

This also the case of question C07, regarding the fairness of the requests in relation to the other LINKS partners. In the responses to this question, most of the partners indicated to have given priority to the fairness of the requests rather than respecting deadlines. However, a small percentage of partners answered N/A (it should correspond about 1 respondent); this could be because it was not applicable for one of the work packages, but it is required to be better

investigated. On the other hand, the responses to question C09 show that a high number of partners have exercised pressure on their team members to work overtime in order to meet workload expectations and timelines (although this happens for most of the partners rarely, as we can see in Figure 1).

Accordingly, Stichting VU plans periodic bilateral and Work Package Leader meetings to discuss with the partners and understand the reasons for the issues identified in the survey. The most recent meeting took place between WP2-5 on 19<sup>th</sup> November and included new ideas and strategies for better collaboration and communication between WPs. Further meetings and actions in this regard are defined below.

To conclude, it is useful to highlight that the ethics assessment survey has been thought as a self-assessment tool; thus, the purpose is to give the partners the chance to evaluate their situation and to take actions to improve it. Accordingly, the survey includes a final section only for personal use (thus, it is not shared with the Ethics Advisory Board) where respondents can think about the results of their survey and to plan future actions that could help to change the situation also asking for the support of the coordinator and Ethics Advisory Board if needed.

### 3.2 Ethics Advisory Board

The Ethics Advisory Board (EAB) is a confidential and internal LINKS board with the purpose of guiding LINKS partners on matters related to ethics and integrity in the project. The EAB advises and helps partners to make ethics considerations and improvements for the research activities in line with the guidelines on the Ethics and Societal Impact Strategy of the project. The board is composed of individuals from five different partners:

**Table 3: Ethics Advisory Board Members**

Member	Affiliation
Nathan Clark	Stichting VU
Romy van der Lee	
Sara Bonati	University of Florence
Francesco Graziani	Save the Children Italy
Therese Habig	Safety Innovation Center
Nina Blom Andersen	Københavns Professionshøjskole

The board has been established during the first meeting which took place on October 16<sup>th</sup>, 2020. The main tasks completed by the board until Month 18 have been:

- Revision and evaluation of the ethics assessment surveys
- Piloting the surveys
- Defining the Ethics Advisory Board's responsibilities
- Guiding the evaluation of ethics assessment in research at national level.

Table 4 provides an overview of the Ethics Advisory Board meetings including their agendas.

**Table 4: Ethics Advisory Board (EAB) Meeting**

EAB Meeting	Agendas
16 <sup>th</sup> October 2020	<ul style="list-style-type: none"> <li>• The first EAB Meeting where the board has been established.</li> </ul>
19 <sup>th</sup> January 2021	<ul style="list-style-type: none"> <li>• Discussion about National Ethics Authority reports.</li> <li>• University of Florence developed the internal ethics assessments which need to be reviewed and approved.</li> <li>• Planned a meeting with the Ethics Advisor to define the external assessment.</li> <li>• Discussion on the document about the description and the role of EAB.</li> </ul>
17 <sup>th</sup> February 2021	<ul style="list-style-type: none"> <li>• National Ethics Authority report: approvals arrived from Danish and Dutch partners.</li> <li>• Discussion on the new informed consent for minors according to the suggestions received by the Italian ethics committee.</li> <li>• Review of the ethics assessments.</li> <li>• The Ethics Advisor participated to the meeting to discuss and advice on D10.5.</li> </ul>
21 <sup>st</sup> May 2021	<ul style="list-style-type: none"> <li>• Discussion about the University College Copenhagen test for research assessment form, the Ethics Advisor report, the National Ethics Authority status and the upcoming research plan.</li> <li>• Finalize the role and the description of EAB.</li> </ul>
17 <sup>th</sup> June 2021	<ul style="list-style-type: none"> <li>• Description and discussion about the Ethics Assessment form.</li> <li>• Finalizing the EAB document about role and description of the board.</li> </ul>
25 <sup>th</sup> November 2021	<ul style="list-style-type: none"> <li>• Last review of D1.6 before submission.</li> <li>• Ethics assessment surveys: discussion on the future steps.</li> <li>• Planning next meetings with Ethics Advisor.</li> <li>• Planning next actions.</li> </ul>

The board has also created a document describing the EAB in depth, including the roles and responsibilities of the EAB members and consortium partners. The document has been shared with partners with the aim of guiding them with regard to ethics questions, procedures concerning data

collection and data management and research dissemination and impact. EAB members also hold bilateral meetings not captured in the table above, depending on the topics. In particular there is close ongoing collaboration between Stichting VU and University of Florence.

### 3.3 Ethics Advisor

The independent Ethics Advisor for the LINKS project, Dr. Katrina Petersen, provided a report (D10.5) regarding the ethical approach of the project and the activities that partners had conducted relating to ethics up until Month 11. The Ethics Advisor also provided advice and recommendations in the report. The table below (Table 5) provides an update from the project on the status of those recommendations, using a checklist and icons to indicate the status of the actions taken by the consortium. Following the structure of the Ethics Advisor report, the table below is divided in six sections (Informed Consent, Minor Assent Form, Anonymization Procedures, National Ethics Board Approvals, LINKS' Ethics and Societal Impact Strategy, and Ethics-Assessments Strategy). The list of actions is needed to ensure a societal impact of the project, not necessarily that it has been already reached. The table also indicates if and where specific activities are discussed in further detail throughout this report and/or within other relevant documents. The status for the actions is indicated as follows:



Completed



In process









Not started or cancelled

**Table 5: Actions Taken towards Ethics Advisor Recommendations**

Recommendations/Measures		Status	LINKS Actions	Deliverable/Document
Informed Consent Procedures/Forms	Procedures must cover research ethics and GDPR needs. This includes requests for clarity around what is consent (GDPR) and what is a volunteered statement of understanding and respect (ethics). Some suggestions include: <ul style="list-style-type: none"> <li>• Language is easy to understand</li> <li>• How participants are selected</li> <li>• Specificity about how the data will be collected</li> <li>• Include the purpose of the research</li> <li>• How the data will be used</li> <li>• How data will be managed and eventually shared</li> <li>• Unbundle consent requests</li> </ul>	✓	The language and explanations in the informed consent forms and information sheet went through various rounds of revisions to ensure they communicate clearly what participants are volunteering for, why, and how their data will be used and managed. This has been done in 5 languages associated with the research locations. The consent forms also unbundle specific actions which participants consent under each research method (i.e. interviews/surveys and workshops).  <i>Note that based on feedback from the ethics committee for the Italian partners, a new simplified version of the information sheet and informed consent have been created in July 2021 (see Section 7.6)</i>	D10.1  Informed Consent Forms  Information Sheet
	What are the procedures to use in case of engaging participants via online platforms	✓	Detailed procedures for identifying and engaging participants for interviews and surveys have been provided in WP2-4 deliverables and associated research protocols. The protocols have been provided to the case assessment teams in August 2021, and were accompanied by followup workshops with partners in September of 2021.	D2.3 D3.2 D4.2  Research Protocol for Interviews and Surveys



Recommendations/Measures		Status	LINKS Actions	Deliverable/Document
	Greater clarity to the participants on de-personalization processes	✓	The information sheet and informed consent forms make clear that personal information of the participants will never be shared with consortium partners. Data will only be shared in pseudonymised or anonymised versions.	D10.1  Informed Constant Forms  Information Sheet
	Evaluate whether to include DPO contacts on the information sheet	✓	According to GDPR, DPO contacts have to be included in information sheets. As data will be stored at local institutions, it was decided to include the lead local researcher as the first line of contact, but also to include the contact information of the local DPO. LINKS also includes the contacts for the project DPO and LINKS coordinator in case issues need to be raised to a higher level by participants.	D10.1  Information Sheet
	Replace “illiterate” with “unable to read the form without aid” in informed consent forms	✓	The wording was changed as suggested.	Informed Consent Forms
Minor Assent Forms	Contact specific organizations that work with minors with the help of Save the Children Italy	✓	A pilot test of the information sheet for minors was carried out by Save the Children Italy and University of Florence in an Italian school to ensure the accessibility of the document. It has been approved by the UNIFI ethics committee.	Minor Consent Forms
	Provide more general information on why and how LINKS will involve children in the project	✓	More details on the reasoning and plans for the research that will be carried out with children has been provided in D2.3. In Section 7.3 of this document we also provide a checklist from	D2.3

Recommendations/Measures		Status	LINKS Actions	Deliverable/Document
			Save the Children Italy regarding the protection of children from any injury during the research activities. It provides actions, behaviours and procedures that have to be followed and respected in all the phases of the project.	D1.6
Anonymisation Procedures	Provide partners more details on how to balance the decontextualization of data for the protection of the participants vs levels of details needed to ensure data is valid/useful		Anonymisation procedures are discussed in D10.3 and the Data Management Plan. The levels of details needed are discussed in the research protocols which have been provided to the case assessment teams. Information on anonymisation of data are also discussed in Section 2.2.2 of this document. Further details will be provided on this point to the partners in D6.2.	D10.3 Data Management Plan Research Protocol for Interviews and Surveys D1.6
National Ethics Authorities Approvals	No specific actions needed to be taken at this time.		The consortium received approvals from all the 4 case countries.	D10.2
LINKS' Ethics and Societal Impact Strategy	Articulate how the design of research activities will support the identification and the production of positive impacts.		Positive and negative impacts are required to be identified before research takes place in the research ethics-assessments. In terms of the Societal Impact Strategy, these details will be reported for each WP in Section 4. The work is also closely linked to the overall impact and exploitation strategies for the project, developed with WP8 and WP9 through the Impact Taskforce.	D1.5; D1.6 Research Ethics-Assessment Form D9.2 includes the updated Exploitation Plan (forthcoming Month 21)

Recommendations/Measures		Status	LINKS Actions	Deliverable/Document
	Declare who conducts the evaluation of societal impact in the activities and who is responsible for the evaluation of results		Societal impact is monitored by the Ethics Advisory Board through the research ethics assessment forms. Furthermore, the Impact Taskforce has been established between WP1, WP8 and WP9, to ensure and monitor impact at the WP/results level. Section 4 of this document includes an update on how every WP currently implements the Societal Impact Strategy. Evaluation of the Societal Impact is responsibility of WP1 and final evaluation will be provided in D1.7.	Research Ethics-Assessment Form  D1.6  D9.2 includes the updated Exploitation Plan (forthcoming Month 21)
	More information about recruitment of participants emphasizing the diversity		This information is specified in Section 2.2.1 of this document, D2.3, D3.2, and D4.2, and the related research protocols provided to the case assessment teams in August 2021. Furthermore, the Diversity Awareness Strategy also includes information about diversity in research. This is also included in the ethics-research assessment.	D2.3; D3.2; D4.2; D1.6  Research Protocol for Interviews and Surveys  Diversity Awareness Strategy  Ethics-research assessment
	Provide instructions to ensure data minimisation and purpose limitation		The partners responsible for research in LINKS have experience in this area, so at the moment specific information on this has not been identified as necessary. However the topic will be covered in greater detail in relation to the research methods applied in the cases, both within the	Research Protocol for Interviews and Surveys  D6.2



Recommendations/Measures		Status	LINKS Actions	Deliverable/Document
			protocols and upcoming D6.2, and also in workshops with case assessment teams on the protocols in September 2021.	
Ethics-Assessments Strategy	Add questions about a strategy for diversity awareness management and how and why the participant sample is considered to be representative	✓	Questions have been added to the ethics-research assessment forms that partners must fill out and submit to the Ethics Advisory Board before starting with research.	Ethics- Research Assessment Form
Recommended Next Steps	Define the responsibility mechanisms and establish procedures and timelines for reviewing relevant materials and results	✓	A description of the role, procedures, and responsibilities of the Ethics Advisory Board has been created and shared with the consortium. It also highlights the responsibilities of partners within those procedures.	LINKS Etjocs Advisory Guide - Roles and Responsibilities
	Review of the ethics assessments procedures in the project, including how LINKS is engaging diversity and vulnerability, and the ways partners are determining the representativeness of their participants, and how these relate to the literature on crisis communication	=	The Ethics Advisory Board reviews both partner ethics-assessments and research ethics-assessments on a ongoing basis. An overview of the considerations based on the first round of answers from the <b>partner self-ethics assessment</b> are provided in Section 3.1.1. The review of the research ethics-assessments was conducted for the first round of case assessments in October/November 2021. Both ethics assessment forms will undergo minor revisions based on the findings from the first round.	Partner Ethics-Assessment Survey  Research Ethics-Assessment Form  D1.6
	To have specific and regular discussions on the problems of the project and guarantee that partners have the support and competence to mitigate them	=	These discussions take place at project level (Executive Board and Steering Committee Meetings), bilaterally (e.g., with the project coordinator), and via the feedback provided to the consortium by the Ethics Advisory Board on the results of the	Partner Ethics-Assessment Survey  Research Ethics-Assessment Form

Recommendations/Measures		Status	LINKS Actions	Deliverable/Document
			partner ethics-assessments, and related actions taken (if necessary).	
	Evaluation of follow-up of the change and adapt of the forms for minors		A pilot test on the forms has been completed in March 2021. At this moment the research activities with minors under 14 do not imply to collect personal data, so informed consent is not required. In any case, information sheet about the research will be provided before activities take place.	Minor Consent Forms D1.6
	Update the Ethics Advisor of the state of progress and feedback of approval process of D10.5		The Ethics Advisor will be updated on the progress in a specific meeting in Month 21. This document (D1.6) has also been reviewed by the Ethics Advisor who has provided feedback on 29 October 2021.	N/A

## 4. OVERVIEW ON THE SOCIETAL IMPACT STRATEGY (SIS)

The aim of the Societal Impact Strategy is to promote equality and diversity both in the inputs and outputs of the LINKS project and to prevent the risk of negative impacts during the development and implementation of the research activities in the project. The strategy is based on a bottom-up approach and each partner has the responsibility to verify and monitor the societal impact of their work following the three modalities of assessment described here:

- Partner self-ethics assessments and the research ethics assessments (section 3), where specific sections on the societal impact have been integrated, giving the chance to the partners to self-assess how they address and plan for the potential impacts of their actions;
- The Societal Impact Strategy roadmap that is based on:
  - Long-term societal impact assessment of six objectives as defined in D1.5:
    - Direct involvement and active collaboration between academic and non-academic stakeholders;
    - Societal relevance of the project (usefulness and consumability of the project);
    - Equity – diversity – plurality and sustainability;
    - Knowledge transfer;
    - Cross-border; cross-language; cross-disciplinary approaches;
    - Visibility of the project, open data and accessibility of the results.
  - Short-term societal impact assessment: it is based on four steps/actions to reduce the risk of negative impacts of the project in the short-term (section 4.1).
    - Identify the stakeholders;
    - Collect background information;
    - Obtain an overview of legislation, guidelines and policies;
    - Identify the impacts;
    - Describe mitigation measures and follow up.

In particular, the long-term assessment is created to ensure positive societal impacts of the project activities and outputs, both during the project and after it has concluded. The short-term assessment is created to ensure both that the research is contextualized and to identify, monitor and mitigate negative societal impacts which may take place during the project activities. In the following sections we present the current status of the long-term and short-term assessments in relation to the Societal Impact Strategy Roadmap.

## 4.1 Societal Impact Strategy Roadmap

### 4.1.1 Long-Term Societal Impact Assessment

The Societal Impact assessment roadmap provided in D1.5, includes six objectives defined in the long-term societal impact assessment. As described in D1.5, these objectives have been selected on the basis of a literature review that has shown how these steps can improve the societal impact of the project in the long-term. Details about the objectives are provided in D1.5. Table 6 below provides an overview of the actions that have been identified during the first year of the project to ensure that the objectives are satisfied. Some actions are ongoing and others are meant to be implemented in the future. They have been defined on the basis of the specific activities in the project. The actions can be considered valid until at least Month 30, and internally used to ensure that the process is working and to update the actions and the roadmap.

The actions in Table 6 are described in greater detail in Annex VI (Section 7.6). Annex VI refers to the Societal Impact assessment roadmap provided in D1.5 and includes how the six objectives defined in the long-term societal impact assessment have been addressed by different WPs until Month 18 (their status at this moment), and the future actions to implement in the next phase of the project until Month 30. A final assessment of the project will be provided in D1.7 in Month 42.

**Table 6: Six Objectives and Related Actions for the Long-Term Assessment of Societal Impact**

Objectives	Actions
Direct involvement and active collaboration between academic and non-academic stakeholders	<ul style="list-style-type: none"> <li>• Methodologies Taskforces</li> <li>• LINKS Community Workshops (e.g., roundtables; moments managed by non-academic partners)</li> <li>• Participatory Action Research</li> <li>• Deep dive research (developed with the collaboration between academic and non-academic partners)</li> <li>• Integration and use of Framework in the LINKS Community Center (LCC)</li> </ul>
Societal relevance of the project (usefulness and consumability of the project)	<ul style="list-style-type: none"> <li>• Creation of Users' stories</li> <li>• LINKS Community Workshops (with moments of assessment of the project)</li> <li>• Participatory Action Research</li> <li>• Focus groups</li> <li>• Integration and use of the Framework in the LCC</li> </ul>
Equity – diversity – plurality and sustainability	<ul style="list-style-type: none"> <li>• Ethics Assessment forms</li> <li>• LINKS Community Workshops Feedback forms</li> <li>• Diversity Awareness Strategy</li> <li>• Participatory Action Research</li> </ul>
Knowledge transfer	<ul style="list-style-type: none"> <li>• LINKS Community Workshops</li> <li>• Dissemination, Exploitation, and Communication tools</li> <li>• Integration and use of the Framework in the LCC</li> </ul>

Objectives	Actions
Cross-border; cross-language; cross disciplinary approaches	<ul style="list-style-type: none"> <li>• Cross-case assessments</li> <li>• Multi-language functionality (LCC)</li> <li>• Integration and use of Framework in the LCC</li> <li>• Translations of the most relevant products</li> <li>• Dissemination, Exploitation and Communication in multi-language</li> <li>• LINKS Community Workshops with space for moments in local language</li> <li>• Participation to events and conferences in local languages</li> <li>• Participation to events and conferences with a multi-disciplinary approach (e.g., EFDRR, NEEDS conference, etc.)</li> <li>• Publications both in English and in the other languages of the project (local scientific journals, e.g., <i>Geotema</i> or <i>Rivista Geografica Italiana</i> in Italy)</li> </ul>
Visibility of the project, open data and accessibility of the results	<ul style="list-style-type: none"> <li>• Guidelines for accessibility in dissemination</li> <li>• See also about cross-language above</li> <li>• LINKS Community Center</li> </ul>

#### 4.1.2 Short-Term Assessment for Societal Impact Strategy

In addition to the long-term assessment of societal impact during the project, D1.5 presented a number of steps to ensure the short-term societal impact of the project based on the FP7 project Driver+. They can be considered steps needed to ensure that the project is contextualized and takes in consideration specific needs and requests to which it tries to answer. Some of them have been already satisfied, while others are in progress. Here a general analysis of the different steps and how they are satisfied in the project is presented (see in particular Table 7). All these points are also discussed in the Research Ethics Assessment Survey and have guided its building to ensure that all the research partners are aware about the societal impact of their research and plan adequate strategies to reduce the negative impacts in case they are identified. Below the steps considered in the short-term assessment during this period are summarized alongside some examples from WP and partners in grey boxes.

**First step: identify the stakeholders** that could be affected (positively or negatively) through their involvement in the actions implemented in the project. This step is fundamental to better design the actions and the outputs of the project and to build adequate strategies to avoid in particular negative impacts on stakeholders. There are two kinds of stakeholders considered in the project: potential long-term beneficiaries of the project, and short-term stakeholders involved in actions and research. Accordingly, most WPs (WP2-3-4-6-7-8-9) are involved at different levels in mapping and defining those stakeholders for different purposes.

### Example from WP4: Disaster Community Technologies

In D4.1, WP4 studied the technologies and their role during a disaster. First responder organisations (e.g., police and fire brigades) are particularly interested in social media monitoring for a faster and precise situation assessment of a disaster. Meanwhile, the authorities of cities and districts are more interested in a good communication strategy supported by appropriate technologies. The scope of functions and continuous development are a major focus of researchers and the respective industries (e.g., software developer). The subject of crowdsourcing is complex and serves different purposes depending on how it is carried out. Existing crowdsourcing platforms (e.g., crisis mappers) as well as potential applications were analysed.

### Example from WP7 & 8: Networking

WP7 and 8 are collaborating to complete a list of similar networks for each case-country. For every target group defined in D8.1 (Philpot & Reuge, 2020) (practitioners, policy-makers, researchers, industries, and citizens) a distinction is made between networks working on European scale and those which are predominantly acting on national scale. In particular, the Federation of European Union Fire Officer Associations is working to implement this task.

Having in mind the different types of large-scale incidents a sub-division of the ***practitioners'*** networks in those from Police, Fire brigade, Emergency medical services, various types of technical rescue, Non-Governmental Organizations involved in disaster management is considered helpful for reaching out to them in the different cases. Besides the relevant European directorates (DGs) the different administrative levels of public authorities in the 4 'case-countries' are identified as ***policy and decision makers*** and potential addressees of the project results, because of their role in the disaster management process. Civil protection units have a double role, namely practitioner and policy maker. Besides the European and some national ***Researchers'*** networks, also ongoing and finished EU research projects dealing with Disaster Management in a broader sense are considered useful for the identification of relevant stakeholder representatives. In addition to insurance companies, critical infrastructure companies, which are often vulnerable to the effects of disasters, are also relevant for ***industries'*** networks. In the ***citizens'*** networks special attention is given to those vulnerable groups with communication difficulties, e.g., people with visual or hearing impairment. Religious minorities are mentioned too, which may become a target for terrorist attacks (German case).

**Second step: collect background information of the local and situational contexts.** This action is fundamental to ensure that research takes in consideration local needs, existing knowledges and challenges of identified stakeholders and that the results and solutions suggested by the project are not imposed from the top-down.

### Example from WP6: Save the Children Italy

WP6 has organized seven Practitioner Task Force Meetings and ad-hoc workshops were carried out from September 2020 to April 2021. These meetings were meant to present in depth the different case studies, and they were also meant as an opportunity for stakeholders to share and discuss their experiences, ideas and countries' specificities in the area of communication and social media use within Disaster Risk Management approaches. Besides the official project's partners, also the two associate partners from Bosnia (Disaster Preparedness and Prevention Initiative for South Easter Europe) and Japan (Kobe University) had the opportunity to present their knowledge. According to Save the Children Italy, these meetings represented a great opportunity and an effective mechanism to strengthen coordination between partners and stakeholders, reinforcing the project's common vision and ensuring effective strategies towards the expected results.

**Third step: obtain an overview of legislation, guidelines and policies**, to understand what already exists locally and how the existing policies could be observed and or used by the project. Furthermore, this step is useful to recognize the differences in the local systems and how to respect them, promoting best practices and offering a resource as a base of information for the planning of the project actions.

### Example from WP3: The DMP-Landscape

The DMP-Landscape is thought to be a database or registry where policy-makers, disaster management organisations and researchers can find and access regulatory frameworks, guidelines and policies about the use of social media and crowdsourcing in disasters. The DMP-landscape cuts across three central levels (global, European, and national case level) and provides an updated status of the currently available regulatory, frameworks, guidelines and policies. The purpose is thus to make these existing governance documents explicit and visible to all policy-makers and disaster management organisations and to centralise this knowledge into one point of access.

The DMP-landscape is created in close collaboration with WP4 who addresses the technical features of the identified frameworks, guidelines and policies. Moreover, consortium practitioners have collaborated to inform the DMP-landscape through their grounded understanding of what formal frameworks, guidelines and policies they make use of in their organisations. Particularly the documents informing the national level of the cases were collected by consortium partners.

The next step is to create a meaningful structure to sort the documents. For this task all practitioners are invited to take part in designing a structure of the DMP-landscape that their organisations would find valuable and applicable.

**Fourth step: identify the impacts** that the actions of the project could produce in the local territories. This means to have a clear strategy to ensure that the project could reduce negative impacts or prevent those coming from the project itself and improve positive impacts in the case areas.

#### Example from University of Copenhagen: Pocket-Guidelines for Ethics in Research

In November 2021 the University of Copenhagen (UCPH) used the “Pocket-Guidelines for Ethics in Interviews and Focus Groups” written by WP2 as internal document for the project in a course on applied research methods that took place in Copenhagen, Denmark. The Pocket guide was circulated to all the students who then applied the principles in the research exercises they did for the course. The purpose of the pocket-guidelines is to help identify potential negative impacts of research and prevent them, providing some information on how to act in the different situations and especially when vulnerable people are engaged as research participants. The document is organized following a temporal flow (before research takes place, during research, and after research) and at the end provides a checklist of the main steps to follow. A specific focus is provided on some of the main risks to take care: stigma, power-imbalance, stress and retraumatizing of participants, data protection, issues of accessibility. Suggestions on how to create a good environment are also provided.

The feedback from the students on the pocket guide was overall positive. They saw great value in its applied approach to research ethics and saw its potential use for future educational and professional tasks with a research component.

**Fifth step: describe mitigation measures and follow up** about the potential risks of negative impacts connected to the actions that will be implemented in the project. This is an important step to ensure that any obstacle is overlapped and risks, e.g., for participants, are avoided.

#### Example from COVID-19 Emergency

Mitigation measures for the COVID-19 pandemic have been planned in D2.3, D3.2 and D4.2 in order to avoid consequences on the research activities during the first assessment phase. It was necessary because some delays in research followed the emergency. These deliverables also include considerations of potential risks to the research coming from the hazards that characterize the different scenarios, and the need to introduce some considerations about adopting a multi-hazard approach (see e.g., case of Earthquake in Croatia in 2020 during first pandemic phase). Mitigation procedures will be developed by Case Assessment Teams under WP6



to limit potential consequences for planned research and the results of the project. The Pocket-guidelines referred above supported local teams also in this phase of the work.






Furthermore, in Month 17, the plan for addressing the REA recommendations has been written as a confidential document within the project. In this document there is a specific section about the mitigation measures linked to the COVID-19 pandemic for the upcoming months and activities. It consists in a table where risks, impacts and mitigation actions for each WP and task level are identified and explained taking into account also their gravity of impact.







All these steps above are strictly connected to each other and provide a base of knowledge to use in building the further steps of the project and the actions to develop.

As for long-term assessment, also the status of the short-term societal impact assessment will be constantly monitored and updated. The open actions (in orange in Table 7) will be closed in the upcoming period. An updated overview of the status is planned for Month 30 by the Ethics Advisory Board and results will be shared internally in order to address any remaining open points.

**Table 7: Status of the Actions for Short-Term Societal Impact of the Project**

Actions	WP	What has been done	Deliverable/ document	Status
Identify stakeholders	WP2	<b>Provided a definition for vulnerable groups for the project.</b> Accordingly, vulnerability has been defined as a dynamic concept and a model to identify vulnerable groups (the vulnerability paradigm) was developed.	D2.1	✓
		<b>Established research participants</b> for cross-case research and inform for deep dive research. This has been done for first assessment phase.	D2.3; protocols for research; D2.4	= The same work will be done in the next methodological deliverable for the second assessment phase.
	WP3	<b>Identified stakeholders</b> that are relevant for DMP knowledge base, namely from a policy and institutional focus.	D3.1	✓
		<b>Established research participants</b> for cross case and deep dive assessments This has been done for the first assessment phase.	D3.2; protocols for research; D3.3	= The same work will be done in the next methodological deliverable for the second assessment phase.
	WP4	WP4 has worked to <b>define main stakeholders</b> for the DCT knowledge base, namely disaster management operators and solution providers focus.	D4.1	✓
		<b>Established research participants</b> for cross case research and inform for deep dive research. This has been done for the first assessment phase.	D4.2; protocols for research; D4.3	= The same work will be done in the next methodological deliverable for the second assessment phase.
	WP6	Identified <b>local stakeholders for deep dive</b> assessments. These are diverse and contextual to each case.	D6.2	✓

Actions	WP	What has been done	Deliverable/ document	Status
Identify stakeholders	WP7	Identified <b>stakeholders of LINKS Community Center</b> (practitioners, policy and decision makers, scientific community, industries, citizens)	D7.1	 <p>This is an ongoing process that will be developed throughout the project.</p>
	WP8	Identified main stakeholders and beneficiaries of the <b>LINKS Community</b> (Practitioners, Policy and decision makers, scientific community, industries, citizens)	D8.1	 <p>This is an ongoing process, and it will be updated in D8.2.</p>
		Identified potential <b>participants to the LINKS Community Workshops</b>	D8.1	 <p>This is a work in progress done with WP6 to define the main stakeholders invited to participate to the workshops.</p>
	WP9	Identified participants for <b>dissemination strategy</b> (TG1 Practitioners, TG2 Policy and decision makers, TG3 Local communities, TG4 research networks, TG5 Citizens and Media)	D9.1	 <p>This is an ongoing process, started with D9.1 and that will be updated in D9.2.</p>
		Identified beneficiaries for the <b>exploitation strategy</b> (see exploitation canvas)	D9.2	 <p>This is an ongoing process that will be developed throughout all the project, although first results will be presented in Month 21.</p>

Actions	WP	What has been done	Deliverable/ document	Status
Collect background information	WP6	Collected information on the <b>context</b> (geo, socio-cultural aspects) in which the case assessments are taking place.	D6.2	
Overview of legislation and policy	WP3	Collected <b>policy and guidelines</b> that could inform the project to inform the DCT-landscape.	D3.1	 This is an ongoing process, started with D3.1 that will be updated until the end of the project.
	WP6	<b>Identified relevant legislation and policy</b> for local case assessment	D6.2	
Identify negative and positive impacts	WP1; WP6	Every Case Assessment Team is invited to think about potential positive and negative impacts of their research in the <b>research ethics assessment survey</b> . The survey must be submitted before research activity takes place. The surveys for the first assessment phase have been delivered to the Ethics Advisory Board. This works as a self-assessment, however the Ethics Assessment Board has also the responsibility to monitor the process.	D1.5; D1.6	 A second research assessment phase has been planned, thus the Case Assessment Teams will be invited to provide their plans about both positive and negative impacts of their research before it takes place.
	WP9	The <b>Impact Taskforce</b> to support and monitor the process in the Exploitation Strategy. Furthermore, an exploitation canvas has been created.	D9.2	 The exploitation canvas will be delivered in Month 19. The Impact Taskforce will continue to work throughout all the project.
Mitigation measures and follow up	WP1-2-3-4-6-10	<b>Mitigation measures</b> for the COVID-19 pandemic for the research activities in the first assessment phase (see also the research ethics assessment survey and all the recommendations and guidelines provided under WP10);	D1.5; D2.3; D3.2; D4.2; D6.2;	 In parallel with the identification of negative and positive impacts, mitigation measures will

Actions	WP	What has been done	Deliverable/ document	Status
	WP1- 2-3- 4-6- 10	Mitigation measures will be developed by Case Assessment Teams for planned research and results of the project.	deliverables in WP10.	be planned as required in the research ethics assessment survey.

## 5. CONCLUSION

This deliverable is a report on the consistency with the Ethics and Societal Impact Strategy of the project which has the aim to understand if partners have followed the steps and requirements defined in the strategy in their activities during the first 18 months of the project. The document presents three main sections:

- Section 2 covers how the ethics considerations have been addressed with regards to diversity and inclusion as the main topic of the project taking into account its development, with specific sections on diversity awareness, gender, age, vulnerable groups, and with a specific focus on minors.
- Section 3 contains information about the Ethics Advisory Board and their activities. During the first year of the project, Ethics Advisory Board has produced the ethics assessments surveys, both for partners and for the research, attached to the Annexes, respectively Annex I and Annex II. The results of the first partners self-ethics assessment survey shows that all the partners indicated to take into account the ethics considerations of the project before and during the research activities. However, some improvements can be provided to the ethics assessment strategy and will be satisfied in the next period of the project.
- In Section 4, the Societal Impact Strategy refers in particular to the impacts on the society and the involvement of the stakeholders inside of the project, both taking into account the positive and negative impacts that could affect the project. The idea is to provide six objectives which should be reached to promote good impacts of the project. The report on the Societal Impact Strategy have shown the actions that have been taken, and will be taken in the future, to ensure long-term and short-term societal impact.

Actions and processes described in this document will be followed up on in the coming periods of the project and reported in the final report D1.7 “Report on societal impact and consistency with ethics and societal impact strategy accompanying the Final Project Report” planned for Month 42.

### 5.1 Next steps: Open Points

Below, a list of the actions which should be implemented and tentative deadlines. The list is organized around three main areas that need to be implemented: diversity awareness; ethics assessments; societal impact.

#### **Diversity awareness:**

- **Fairness in LINKS Community Center.** As told in Section 2.1.4, this point will be satisfied in Task 7.4, started in Month 16, providing indications on how to manage the online community.

- **Diversity awareness in the consortium:** Specific actions should be planned to enrich the diversity awareness among the consortium partners as part of the diversity assessment strategy that is planned to be finalized tentatively by Month 20.
- **Diversity in research:** Identify methods to implement the study of diversity in cross-case and deep dive actions. Accordingly, a section on this point should be introduced in the next methodological deliverables to ensure diversity also in the second phase assessment (Month 30).
- **Diversity in communication:** Guidelines about diversity communication strategies with the different social groups should be produced as one of the outputs of the project (Month 42). Meanwhile, first versions of the guidelines and internal documents will be provided to the partners (see also *Pocket guidelines on accessibility for dissemination*, provided by WP2 in Month 13).
- **Diversity in dissemination:** A protocol for diversity dissemination has to be developed and tentatively included in D9.2 delivered in Month 21.

#### Ethics assessments:

- **Review of the self-ethics assessment surveys** by the Ethics Advisory Board, especially adding a section on diversity awareness, implementing the questions and modifying the points in which answer 'N/A' can create doubts, and adding (where needed) the option for 'open answers'. Furthermore, a question on which are the most ethical problems met by the partners should be added before next round for the survey (Month 24).
- **Organizing a discussion meeting** with all the consortium partners to present and discuss the results of the self-ethics assessment survey and the D1.6 tentatively planned in Month 21. In the occasion, also inputs on the research ethics assessment survey will be collected in order to plan eventual updates of the survey (Month 24).
- **Intensify/create periodic moments to check issues** (e.g., fairness of requests for work) in the project for all the partners and collect their needs, concerns and ideas when it results as required. This is led by the project coordinator through periodic bilateral meetings with individual partners (annually, until Month 42).

#### Societal impact:

- **Organizing a discussion meeting** with all the consortium partners to present the updated plan for the societal impact strategy of the project until Month 30. Partners will be provided with a checklist on how to assess it in the next months, according to what emerged in this document (tentatively planned in Month 21).
- **Check and update the Societal Impact Strategy Roadmap** in Month 30.
- **Plan periodic interviews with the partners** to check and spread the 'best-practices' produced by the consortium and ensure the societal impact of the project (throughout all the project, until Month 42). Results of the interviews will be briefly presented in the D1.7.

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## 7. ANNEXES

The annexes are organized in the following way:

Between Section 7.1 and 7.5, you can see the templates used by the consortium partners for the ethics assessments (Annex I and II), and for the research activities (information sheet and informed consent and child-safeguarding for minors and for the Italian case, Annexes III, IV, V) as an update of what already provided in WP10.

Annex VI presents the roadmap of the Societal Impact of the project. This will be used by the partners to monitor their actions and build the foundations for ensuring the societal impact also after the end of the project.

### 7.1 Annex I: Partner Self-Ethics-Assessment

#### Introduction

##### Intended audience:

All partners of the consortium.

The assessment is organized in 3 sections. Every section refers to specific audience.

**Section A is for all the partners.** This is a non-mandatory section, but all the partners are invited to answer.

**Section B is for Partner Team Leaders.** This is a mandatory section, so all the Partner Team Leaders are invited to answer on behalf of their team.

**Section C is for WP Leaders and Task Leaders.** This is a mandatory section and all WPL and TL are invited to answer.

##### Reference period under evaluation:

One year of activity in the project. The self-evaluation is repeated each year (Months 12, 24, 36).

##### Purpose of the evaluation:

To analyse the ethical awareness of partners in relationship with other consortium partners and the outside world, as well as the ability to manage ordinary/extraordinary activities in the framework of the project from an ethical point of view. The ethics assessment tool is also a way to measure the overall ethical considerations in the project and how to improve them.

##### Partners utility:

This process assists partners in thinking about their own ethics-related role and actions in the project. In particular it wants to help partners to understand the state of their actions in ethics and to strengthen their ethical considerations for future activities. Ongoing assessments and re-evaluations will help partners to commit to sustaining ongoing and continuous ethics improvements.

### **Return of information:**

The assessment is anonymous, so any personal information is required and there is no possibility to identify the answering person. The results of the assessment will be collected by the Ethics Assessment Board (EAB) and used to monitor and identify potential ethical issues to be addressed in the project. The main results of the self-assessment will be used to inform the ethics and societal impact reports of the project (D1.6 and D1.7).

### **Kinds of questions:**

This tool consists of a certain number of basic statements that need to be evaluated in the table through pre-established answers (choosing only one and ticking among Rarely, Occasionally, Usually, Always, N /A). Some of these statements may have a positive or negative meaning, depending on the case. You may find that in some cases an answer of "occasionally" is satisfactory, but in other cases an answer of "occasionally" may raise an ethical issue.

### **Time:**

The whole questionnaire should take not more than 10 minutes.

Section A is composed by 6 questions, section B by 16, section C by 10.

### **Notice:**

We encourage all partners to use the Personal and Team Ethics Development Plan at the end of the survey.

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### **A) Individual level:**

**Answer these questions, referring to yourself in the last 12 project months.**

A01. I consulted the “D.1.5: Ethics and Societal Impact Strategy” for ensuring that my work within LINKS was consistent with the ethical standards of the project.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

A02. When ethical behaviour (for example, respect towards diversity, the partners, or the research participants) was in question in the LINKS consortium, I encountered a safe environment for debates and open dialogue about how to improve this.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

A03. I behaved respectfully and kept control of myself when I received provocative or disrespectful behaviour from other partners in the LINKS consortium.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

A04. In case I encountered ethical problems while carrying out my tasks, I referred to the Ethics Advisory Board to find a solution.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

A05. I applied transparency in the decision-making processes of which I am part of, meaning that I communicated openly and honestly.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

A06. I strived to have an open working environment in the consortium, meaning that I was open to critique and allowed others to express their opinions freely.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

A07. In my work, I was concerned with understanding and being respectful of individuals who differ from me in ethnicity, religion, gender, age, education, societal status, professional discipline, language, generation, sexual orientation, or physical or mental disability, skill sets and in any other aspects of diversity considered in LINKS. *at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

## **B) Partner team level (only for partner team leaders)**

**Answer these questions, referring to you and your team in the last 12 project months.**

B01. My team members and I have consulted the "D.1.5: Ethics and Societal Impact Strategy" for ensuring that their work within LINKS was consistent with the project's ethical standards.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

B02. My team members and I have applied the ethical approach described in "D1.5: Ethics and Societal Impact Strategy" in the management of our activities (e.g. respecting working hours, providing a safe working environment).

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

**B03. I have promoted the ethics documentation and information to my team members and followed the process outlined in the “D.1.5: Ethics and Societal Impact Strategy”.**

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

**B04. My team members and I fostered discussions in the team about ethical concerns when they arose (both in the administrative management and operational phases).**

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

**B05. In our work, we were concerned with understanding and being respectful of individuals who differ from us in ethnicity, religion, gender, age, education, societal status, professional discipline, language, generation, sexual orientation, or physical or mental disability, skill sets and in any other aspects of diversity considered in LINKS.**

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

**B06. When we made ethical errors or omissions in the project work, our team members took ownership and made corrections promptly.**

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

**B07. We have thoughtfully considered decisions and their ethical implications when we have made agreements and commitments with the project coordinator and/or other consortium members.**

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

**B08-B10 questions refer to the attitude of your team towards the project partners with which there has been a close working relationship and frequent contact in producing deliverables, research, or other actions within the project:**

**B08. Our team was involved in discussions on the ethical aspects of the research/work with these partners.**

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

**B09. Our team opened discussions on the ethical aspects of the research/work with these partners.**

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

**B10. We strived to have clear communication with partners, as we were aware that they potentially came from other disciplines and backgrounds than us.**

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A



**B11-B16 questions refer to the attitude of your team towards the LINKS Community and external society, including research participants.**

**B11.** We took the necessary time to consider possible negative repercussions of our decisions concerning the work involving some members of the LINKS community such as for external participants and local case communities.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

**B12.** We took into account the practical needs and conditions of the LINKS Community and external society in planning the project activities.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

**B13.** We ensured community engagement for the design and implementation of the LINKS community activities.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

**B14.** We promptly informed the consortium of risks, ethical, and safety issues potentially encountered during the activities (for example, research, workshops, events, ...) we planned in local cases.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

**B15. We created actions for public understanding of project activities as a way of better informing the involved community and creating awareness of their role in participating.**

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

**B16. We were always transparent in our communication towards local communities, about our role, the purposes of our work, risks, and potential negative and positive outputs of the research/work.**

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

---

### **C) Work Package Leaders and Task Leaders Level (only for WPL and TL)**

**Answer these questions, referring to your WP(s) or Tasks in the last 12 project months.**

**C01. We took into consideration any opinions and views differing from ours, even when deadlines forced us to make quick decisions.**

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

**C02. We took successful actions to prevent situations of disrespect towards individuals who differ from us in ethnicity, religion, gender, age, education, societal status, professional discipline, language, generation, sexual orientation or physical or mental disability, skill sets, and in any other aspects of diversity considered in LINKS.**

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

C03. We adopted mitigation strategies to avoid obstacles and to address potential risks that could impact our work (for example, COVID-19 pandemic, hazard seasons, etc.).

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

C04. The ethical issues in regards to our work were effectively overcome.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

C05. We gave attention to the schedules and needs of the other LINKS partners while developing project activities.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

C06. We have acted quickly and decisively when partners have not been treated respectfully in their interactions with other partners.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

C07. We considered the fairness of our requests for the other LINKS partners, although this could have consequences for our deadlines.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

C08. We encouraged our partners to comply with the “D.1.5: Ethics and Societal Impact Strategy” during collaborative interactions with the consortium.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

C09. We put pressure on our WP/task partners to work overtime in order to meet workload expectations and timelines outlined for a specific WP/task.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

C10. We have always tried our best to be supportive in assisting partners with their work.

*at most 1 choice(s)*

- ☐ Rarely
- ☐ Occasionally
- ☐ Usually
- ☐ Always
- ☐ N/A

---

**Thank you for your answers.**

You can see here the summary of all your answers that you can download and save together with the personal and team ethics development plan tool. The use of the plan is optional. Its purpose is to support you in identifying the issues you would like to address and to plan how

to do this. You are not asked to share this plan with the other partners, this is something only for you.

Finally, if you want to report on or discuss specific situations you had within your team or the consortium with regards to ethical matters, please contact the EAB ([links-eab@safetyinnovation.center](mailto:links-eab@safetyinnovation.center)).

### **Personal and Team Ethics Development Plan**

This tool will help you identify ethical issues based on the survey, which can be worked on in the upcoming period. The use of the tool is optional.

**Please feel free to download the word file - it contains the development plan and further instructions.**

**Download:** [LINKS Ethics Assessment Personal and Team Ethics Development Plan.docx](#)

## 7.2 Annex II: Research Ethics-Assessment

### INTRODUCTION AND GENERAL INSTRUCTIONS

This document provides an evaluation form for the ethics self-assessment of the research activities conducted by partners. A self-assessment of the research activities should be conducted by partners with the aim of identifying potential ethical impacts of the activities and evaluate the planned mitigation strategies. The form should be completed by all WPLs/TLs who lead a research activity and delivered to the EAB at the following email addresses: [sara.bonati@unifi.it](mailto:sara.bonati@unifi.it) and [links-eab@safetyinnovation.center](mailto:links-eab@safetyinnovation.center) at least 1 month before research activities take place (different deadlines can be agreed with EAB if needed). In the case of several partners participating in a common research activity, only one document has to be delivered by the principal investigator/partner responsible for the research (WPL or TL). The repetition of the research activity in different periods involves the repetition of the module filling (due to the variability of the context conditions) if not included as a temporal necessary extension far beyond what was originally planned (to be agreed with EAB). A substantial change of activities always requires the delivery of a new document. The self-assessment is aimed to support and address ethically appropriate research in line with the Ethics and Societal Impact Strategy (D1.5) adopted by the project. It should be used to help the principal investigator to prepare the research activity. This process is not aimed at authorizing or blocking research, and therefore feedback on the evaluations will only be given by the EAB when deemed necessary. The planned research should have already obtained approval according to the roles of the country in which it takes place, and the EAB cannot replace the national authorization procedures. Two ethics strategy reports about the ethical standards in LINKS project will be delivered as planned by the Grant Agreement. Nothing confidential or any personal information you provide within these evaluations will be included in the final reports to the REA.

NB: It is not necessary to fill in all fields if they are out of context in some specific cases (but please briefly justify the lack of insertion). However, in addressing the various ethical issues, it is mandatory to highlight the potential ethical problem that requires mitigation or prevention measures.

## EVALUATION FORM

<b>Period of the research</b>	Expected start date:	.....
	Expected finish date:	.....

ETHICS ISSUES	QUESTIONS	ANSWERS
<b>1. Responsibility/ accountability</b>	Principal investigator responsible for overseeing the research, for monitoring this ethics evaluation, and for updating the evaluation as needed should the research plans change (name, surname, and organization):	..... ..... .....
	Personnel involved in the research and with access to data (name, surname, organization, role): <i>(Specify when possible the role of the different employed personnel, e.g., who will collect surveys, anonymize data, etc.)</i>	..... ..... .....
	Other partners involved and their role:	..... ..... .....
	Management of external constraints for the research by subjects interested in some way: <i>(Research is free or requires legal authorization? Which kind of authorization is necessary?)</i>	..... ..... .....

	<p><i>Do you need authorization from an entity, institution, guardians or privates?</i></p> <p><i>Do you have the requirements to obtain it?</i></p> <p><i>Have you requested/obtained the authorization?)</i></p>	<p>.....</p> <p>.....</p>
<b>2. Research procedures</b>	Objectives of the research (brief description):	<p>.....</p> <p>.....</p> <p>.....</p>
	Methodology (for all working practice ex. survey, interview, focus group):	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>Potential risks and mitigation strategies (for activities and/or outputs):</p> <p><i>What could be the potential unexpected situations that I could meet?</i></p> <p><i>E.g. Are there potential risks for participants?</i></p> <p><i>Have I envisioned prevention/mitigation actions?</i></p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



ETHICS ISSUES	QUESTIONS	ANSWERS
<b>3. Justice/ participation</b>	<p>Typology and expected number of participants:</p> <p><i>Who will be involved in the research as participants (which social groups, number of people)?</i></p>	<p>.....</p> <p>.....</p> <p>.....</p>
	<p>Vulnerable participants involved:</p> <p><i>(physical and social vulnerabilities, situational vulnerabilities, personal difficulties)</i></p> <p>(For vulnerable participants, see the definition provided in the <a href="#">Ethics and Societal Impact Strategy D1.5</a>)</p> <p>Do vulnerable participants have special needs:</p> <p>How you plan to address them:</p> <p><i>(How do you plan to deal with/prevent or mitigate stress for participants caused by previous personal traumatic experiences?)</i></p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>Procedure to recruit participants:</p> <p><i>How have participants been selected and has the diversity principle (see D1.5) has been followed, and if not why etc.)?</i></p>	<p>.....</p> <p>.....</p> <p>.....</p>

	<p>Strategy for diversity awareness management:</p> <p><i>How/Why is it possible to consider a representative and appropriate diversity of participants for the objectives and outputs? Does it make sense for the planned research activity? Have you planned specific action for promoting diversity in research?</i></p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>Strategy to overcome a poor representativeness in participation (necessary remedial actions):</p> <p><i>What conditions could prevent participation?</i></p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>Expected benefits for participants taking part in the research activity:</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

ETHICS ISSUES	QUESTIONS	ANSWERS
<b>4. Freedom of choice/autonomy</b>	<p>Potential situations of coercion, deception and manipulation that could occur and how you think to solve conflicts of interests among participants and the researchers or collaborators:</p> <p><i>(Will participants have full freedom of choice or could they be subject to compromise? meaning, e.g., freedom of expression, right to private life and privacy, etc.)</i></p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>Procedure in case a person decides to leave the research:</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

ETHICS ISSUES	QUESTIONS	ANSWERS
5. Trust/ transparency	Procedure to provide the information sheet to participants and to collect informed consent:	..... ..... ..... ..... ..... ..... .....
	In case you adopt participant observation, explain how you will guarantee transparency with participants: <i>(Which kinds of information will be provided to participants?)</i>	..... ..... ..... ..... ..... ..... .....
6. Environment	Accessibility issues you identified in the place of research: <i>Are there any risks linked to the place (digital or physical environment) where the research will take place?</i>	..... ..... ..... ..... ..... ..... .....
	Mitigation strategies for potential accessibility issues:	..... ..... ..... ..... ..... ..... .....

ETHICS ISSUES	QUESTIONS	ANSWERS
<b>7. Data collection and processing</b>	Kinds of personal data collection  <i>What is the level of the requested information? (are sensitive data required? Why? Is this necessary? With which purposes and for which use?)</i>	..... ..... ..... ..... ..... .....
	Data management  <i>How data will be processed and stored?</i>	..... ..... .....
	Processes of pseudonymisation or anonymisation: <i>How will the process of anonymisation/pseudonymisation take place?</i>  Sharing of data with other partners/countries: <i>Who will data be shared with?</i>	..... ..... ..... ..... .....

### Additional information

*Please include any additional information or remarks which should be highlighted in relation the ethical considerations for the research activity, which were not captured in the above form.*

### 7.3 Annex III: Child Safeguarding Check-List for Activities with Minors

When the full participation of children and adolescents in a project is achieved, children have the opportunity to develop new skills, increase their knowledge and self-confidence and feel that their opinions are valued and respected. Adults also learn, both individually and professionally, that working hand in hand with children creates a new perspective for their work, brings to them more credibility, and this can potentially lead to better results.

In implementing the LINKS project, all adults involved are responsible for ensuring that, at all times, measures are in place to protect the health, safety and well-being of the children and adolescents participating in the project's workshops and events.

This check-list has been designed to be used by all project partners to ensure that children and adolescents are protected from any potential harm. This implies that minimum standards regarding actions, behaviors and procedures must be respected in all phases of the project, from planning to carrying out workshops and events, and during the monitoring and evaluation of the work done with children and adolescents.

STANDARD	ACTIONS
<b>1. Ethic approach: transparency, honesty and responsibility</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The activities in which minors are involved are carried out according to the principle of the best interest of the minor;</li> <li><input type="checkbox"/> Before the activities begin, produce materials that are understandable by minors that clearly spell out the purpose and scope of their participation and involvement and provide them with access to all necessary information regarding their involvement and what impact it may have;</li> <li><input type="checkbox"/> Before the activities begin, produce materials understandable by minors that clearly explain the objectives, information regarding the activities, timelines, methodologies, roles and responsibilities of the minors and the expected final result and disseminate them among the possible participants;</li> <li><input type="checkbox"/> The results and impacts to be obtained with the process and the changes to be made are established in agreement with the minors;</li> <li><input type="checkbox"/> The decision-making processes carried out before, during and after the activities are transparent and participatory.</li> </ul>

<b>2. Relevant and voluntary participation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Minors are provided with time to consider whether or not to participate in the activities and in the case of joining they sign a "participation agreement" to the proposed activities;</li> <li><input type="checkbox"/> The activities are planned according to methods, levels and times appropriate to the age of the target audience, their interests and specificities.</li> <li><input type="checkbox"/> Children are interviewed and participate in the planning of activities before and during and in the final evaluation and are given adequate time to participate in all phases;</li> <li><input type="checkbox"/> The activities are flexible to sudden changes, they can be adapted to their needs at the moment and there is a "contingency plan";</li> <li><input type="checkbox"/> The planning of the activities takes into consideration the needs of minors and respects their commitments (study, sport, play).</li> </ul>
<b>3. Motivating and child-friendly environment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use methodologies that develop self-esteem and self-confidence in children;</li> <li><input type="checkbox"/> Child-friendly methodologies are used for the activities to make the content interesting, fun and engaging and are shaped on the evolution of the abilities of minors;</li> <li><input type="checkbox"/> Activities implemented with a peer to peer approach are on a voluntary basis and the right support and preparation are provided to minors identified as facilitators;</li> <li><input type="checkbox"/> The spaces / environment where the activities take place are suitable for children and are accessible to minors with disabilities;</li> <li><input type="checkbox"/> Make sure you have carried out an analysis of the possible risks of the place where the activities take place, and that the place is safe and welcoming. The environment is designed and set up together with minors;</li> <li><input type="checkbox"/> Translate information regarding the activities, timing, methodologies, roles and responsibilities of the children and the expected final result into a language that is understandable and suitable for minors and disseminate them among possible participants;</li> <li><input type="checkbox"/> The activities include the use of interpreters to encourage the full participation of those minors who do not speak the language in use;</li> </ul>

	<input type="checkbox"/> Raise awareness and train the adults involved in the process to work and relate to children and what support they can provide.
<b>4. Equal opportunities</b>	<input type="checkbox"/> The activities ensure that all boys and girls have the opportunity to participate, so that none of them are discriminated against basis of age, ethnicity, gender, language, religion, political opinion or any other nature, nationality, ethnic or social affiliation, economic means, disability, income or status of any kind; <input type="checkbox"/> The activities are free to guarantee equal opportunities to all children from different backgrounds and with different economic status; <input type="checkbox"/> In the event that the process of involvement should include forms of representation, share with the children the selection criteria of their representatives and give them the opportunity to choose them among their peers; <input type="checkbox"/> The activities are designed to enhance the skills and diversity of minors and are planned on the basis of the background and skills of the participating boys and girls; <input type="checkbox"/> The activities favor the integration of the most marginalized groups of minors and promote their representation; <input type="checkbox"/> Consultation activities foresee methods and times that allow minors to express themselves and give their opinions on a par with adults. Their contribution is integrated in all documents generated by the activities; <input type="checkbox"/> The activities are based on the principle of equal relationship between adults and minors while maintaining different responsibilities.
<b>5. The staff are efficient and knowledgeable</b>	<input type="checkbox"/> The staff received basic training on the project and on the roles and responsibilities of each professional figure involved; <input type="checkbox"/> Trainers / staff have received specific training in participatory techniques and methodologies and they have acquired skills to create a non-discriminatory and inclusive environment; <input type="checkbox"/> The recruited and trained staff is competent in participatory techniques and is committed to promoting them in every step of the activity; <input type="checkbox"/> The staff receives constant monitoring and supervision with the aim of evaluating the approaches and methods used in the relationship with the minor and with the aim of reshaping, when necessary, the planning of activities on the way.



**6. Participation promotes the safety and security of children**

- ☐ The organization / partner has a Child Protection Policy to minimize the risks of abuse and exploitation or other negative consequences that children may encounter during their participation;
- ☐ The staff and all those who participate in the activities are informed and have signed the Policy and have received training on Child Safeguarding;
- ☐ The Policy provides for the identification of a focal point responsible for the issues of protection of minors who are adequately informed about his/her role and responsibilities;
- ☐ The policy provides for an assessment of the risks before and during all phases of the activities;
- ☐ The Policy provides for a clear and confidential reporting mechanism of abuse, mistreatment and exploitation and this mechanism must be conveyed to minors in an appropriate language;
- ☐ The organization / partner has developed an action plan to manage emergencies and accidents during the implementation of activities;
- ☐ Ensure that their participation does not increase exposure to situations of violence, abuse, mistreatment and exploitation;
- ☐ Ensure that the activities that take place do not evoke memories relating to traumatic events that the minors have experienced;
- ☐ Minors and parents / guardians have read and signed the information and request for consent for the processing of personal data, images, photographs, videos and audio;
- ☐ Photographs, films and audio recordings produced during the activities put minors at ease and can be interrupted at any time if required;
- ☐ The organization / partner must establish guidelines for the safe use of media and social networks and this code must be known to all staff, trainers and participants involved in the consultations;
- ☐ Any photographs, films and audio recordings produced as a result of the consultation activities must fully respect the views and opinions expressed during the consultations.

## **7. Monitoring, evaluation and learning**

- ☐ Before the end of the activities there is an evaluation plan that minors and adults will have to carry out; they shall be provided with the necessary time to complete it;
- ☐ In the planning phase, the consultation process includes short and long-term follow-up activities and the opportunity will be given to minors and adults to review together the commitments made at the beginning and to evaluate their evolution;
- ☐ Involve minor and adult participants in the evaluation of the quality and impact of the project;
- ☐ Minors are given the opportunity to inform their peers, the local community or other organizations about the outcome of their participation to the activity;
- ☐ Create and avail to the children a child-friendly version of the final report of the project, so that children can check the results of their participation;
- ☐ The activities provide a feedback from local authorities, institutions and stakeholders on the integration of the recommendations and needs expressed by minors in local and national plans and programs;
- ☐ The activities envisage the ongoing remodeling of the project on the basis of the lessons learned and good practices that emerged during the monitoring and evaluation process.

## 7.4 Annex IV: Informed Consent and Information Sheet for Minors

### 7.4.1 Informed Consent for Minors

#### LINKS Informed Consent Form A

##### Parents / Holders of the parental responsibility (\*)

(\*) In case of one single signature, the parental responsibility is exercised by the subscriber also in the name and on behalf of the non-signatory parent, due to the situation which makes it impossible or difficult for the subscription of the consent by the non-signatory parent. The signatory parent shall maintain LINKS partners exempt from any burden and harmful consequences arising from the single subscription.

##### Consent for Participation in Interview/Survey

We have read the foregoing Participant Information Sheet, or it has been read or explained to us, about the purposes of the LINKS project, funded by the European Commission (Horizon 2020, Grant No. 883490), that provides information on the project scope and objectives, what kind of questions they will ask the child, on the confidentiality the child's answers, and on the use and storage of the child's data.

We agree that the child participates in the research that is part of the project task *[add the task number and name]*, led by *[add the name of the research task leader]*. We understand that the purpose of this interview/survey is to *[explain briefly the purpose of the activity]*.

Thus,

We consent to the voluntarily participation of the child in this study.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We understand that the child will not be paid for their participation.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We understand that we are free to withdraw the participation of the child at any time, without giving explanation, and without negative consequence.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We understand that the participation of the child will take approximately *[add time needed for the interview]*, and that the child will be interviewed by *[add the name of the researcher(s) that will do the interview]* from *[add the name of the institution of the researcher(s)]*.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We understand that the use of the child's name/real identity will not be used in the processed research data and results.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We consent for any information the child provides to be processed and used:

- For research purposes

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

- For dissemination or results (e.g. peer-reviewed papers, conferences)

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

- For project marketing (e.g. on social media)

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We consent to have the researchers use automated systems of transcription for processing of the child's interview *[only relevant if the researcher plans to use these services]*.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We have been provided contact details so that we can contact researchers at any time to ask questions about the use of the child's data and any other enquiries.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We have had the opportunity to ask questions about the project and any questions we/I have asked have been answered to our satisfaction.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We have received a copy of the Participant Information Sheet *[only if it has been provided to the participant in written form]*.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

*[Only for interviews]* Regarding the use of supporting technologies during the child's interview:

We give our consent to take pictures during the interview and to use them for the purposes of the project.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We give our consent to record the audio of the interview and to use it for the purposes of the project.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We give our consent to take videos of the interview and to use them for the purposes of the project. In this case, we understand that anonymity cannot be provided and We give our consent to share the video for the purposes of the research project.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

Parent 1

First name ..... Last name .....

Born in ..... on the .....

Residing in ..... Town. .... Address .....

Phone / Mobile .....

Signature.....Date (Day/month/year) .....

Parent 2

First name ..... Last name .....

Born in ..... on the .....

Residing in ..... Town. .... Address .....  
Phone / Mobile .....  
Signature.....Date (Day/month/year) .....

#### Legal Guardian

First name ..... Last name .....  
Born in ..... on the .....  
Residing in ..... Town. .... Address .....  
Phone / Mobile .....  
Signature.....Date (Day/month/year) .....

#### Minor

First name ..... Last name .....  
Born in ..... on the .....  
Residing in ..... Town. .... Address .....  
Phone / Mobile .....  
Signature.....Date (Day/month/year) .....

#### **If unable to read the form without aid:**

I have witnessed the accurate reading of the informed consent form to the parents / legal guardians of the potential participant, and the parents / legal guardians have had the opportunity to ask questions. I confirm that the parents / legal guardians have given their consent freely and have understood the purposes of the research, the use/storage of the data, and that they are free to withdraw the participation of the child from the research at any time.

Print full name of witness \_\_\_\_\_

Signature of witness \_\_\_\_\_

Date \_\_\_\_\_

Day/month/year

#### **Statement by the person recording consent:**

I have accurately provided and read out the Participant Information Sheet to the parents / legal guardians of the potential participant and to the minor, and to the best of my ability have made sure that the parents / legal guardians of the participant and the minor understand the information sheet.

I confirm that the parents / legal guardians of the participant and the minor were given an opportunity to ask questions about the study, and that all the questions asked were answered honestly and to the best of my ability.

I confirm that the parents / legal guardians and the minor have not been coerced into giving consent, and that the consent has been given freely and voluntarily.

A copy of this informed consent form has been provided to the parents / legal guardians of the participant and to the minor.

Print full name of person recording the consent \_\_\_\_\_

Signature of person recording the consent \_\_\_\_\_

Date \_\_\_\_\_

Day/month/year

## LINKS Informed Consent Form B

### Parents / Holders of the parental responsibility (\*)

*(\*) In case of one single signature, the parental responsibility is exercised by the subscriber also in the name and on behalf of the non-signatory parent, due to the situation which makes it impossible or difficult for the subscription of the consent by the non-signatory parent. The signatory parent shall maintain LINKS partners exempt from any burden and harmful consequences arising from the single subscription.*

### Consent for Participation in LINKS Community Workshop (LCW)

We have read the foregoing Participant Information Sheet, or it has been read or explained to us, about the purposes of the LINKS project, funded by the European Commission (Horizon 2020, Grant No. 883490), that provides information on the project scope and objectives, and the format and purpose of the LINKS Community Workshop (LCW). We have received information on the plan of the LCW and on the activities the child will be asked to participate in.

We agree that the child participates in the research that is part of the project task [add the task number and name], led by [add the name of the scientific task leader]. We understand that the purpose of this LCW is to [explain briefly the purpose of the workshop].

Thus,

We consent to the voluntarily participation of the child in this study.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We understand that the child will not be paid for their participation.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We understand that we are free to withdraw the participation of the child at any time, without giving explanation, and without negative consequence.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We understand that the LCW will be held for approximately *[add the duration of the workshop]*, and that the LCW will be led by *[add the name of the researcher(s) that will lead the workshop]* from *[add the name of the institution of the researcher(s)]*.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We consent for any information the child provides to be processed and used:

- For research purposes

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

- For dissemination or results (e.g., peer-reviewed papers, conferences)

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

- For project marketing (e.g., on social media)

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We consent to have the researchers use automated systems of transcription for processing the child's information *[only relevant if the researcher plans to use these services]*.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We have been provided contact details so that we can contact researchers at any time to ask questions about the use of the child's data and any other enquiries.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We have had the opportunity to ask questions about the project and any questions we have asked, have been answered to our satisfaction.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We have received a copy of the Participant Information Sheet *[only if it has been provided to the participant in written form]*.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

Regarding the use of supporting technologies during the LCW:

We understand that pictures may be taken of the child during the LCW and we give our consent to use/share them for the purposes of the project.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We understand that audio may be recorded of the child during the LCW and we give our consent to use/share it for the purposes of the project.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

We understand that videos may be taken of the child during the LCW and we give our consent to use/share them for the purposes of the project.

Parent 1 ☐ Parent 2 ☐ Legal Guardian ☐ Minor ☐

#### Parent 1

First name ..... Last name .....  
Born in ..... on the .....  
Residing in ..... Town. .... Address .....  
Phone / Mobile .....  
Signature.....Date (Day/month/year).....

#### Parent 2

First name ..... Last name .....  
Born in ..... on the .....  
Residing in ..... Town. .... Address .....  
Phone / Mobile .....  
Signature.....Date (Day/month/year).....

#### Legal Guardian

First name ..... Last name .....  
Born in ..... on the .....  
Residing in ..... Town. .... Address .....  
Phone / Mobile .....  
Signature.....Date (Day/month/year).....

#### Minor

First name ..... Last name .....  
Born in ..... on the .....  
Residing in ..... Town. ....Address .....  
Phone / Mobile .....  
Signature.....Date (Day/month/year) .....

#### **If unable to read the form without aid:**

I have witnessed the accurate reading of the informed consent form to the parents / legal guardians of the potential participant, and the parents / legal guardians have had the opportunity to ask



questions. I confirm that the parents / legal guardians have given their consent freely and have understood the purposes of the research, the use/storage of the data, and that they are free to withdraw the participation of the child from the research at any time.

Statement by the researcher/person taking consent:

I have accurately provided and read out the Participant Information Sheet to the parents / legal guardians of the potential participant and the minor, and to the best of my ability have made sure that the parents / legal guardians of the participant and the minor understand the information sheet.

Participation in a LINKS Community Workshop. The LCW results will be used for *[add information]*.

I confirm that the parents / legal guardians of the participant and the minor were given an opportunity to ask questions about the study, and that all the questions asked were answered honestly and to the best of my ability.

I confirm that the parents / legal guardians and the minor have not been coerced into giving consent, and that the consent has been given freely and voluntarily.

A copy of this informed consent form has been provided to the parents / legal guardians of the participant and the minor.

Print full name of person recording the consent \_\_\_\_\_

Signature of person recording the consent \_\_\_\_\_

Date \_\_\_\_\_

Day/month/year

## 7.4.2 Information Sheet for Minors < 14 years old

**Project title:** LINKS “Strengthening links between technologies and society for European disaster resilience”

We ask you to participate in [*specify the activity*]. Before you decide, please read this document carefully and do not hesitate to ask questions. Take your time to decide if you want to take part to the activity. Participation is voluntary and you are free to withdraw at any time.

### 1. About the project

LINKS is a research project funded by the European Commission. The project studies **social media** in relation to **disaster resilience** in Europe. For instance, how can we better stay safe and informed



Social media are online applications that bring people together. Do you know any of them? Which one? What about Facebook, Instagram or WhatsApp??



What is a disaster? It is a sudden event that can cause damages to persons and to things. What do you know about earthquakes? Let us discuss it together



Resilience is anyone's capacity to recover after a shock. What would you do if you are in your school and there is an earthquake? Let us discuss it together

to reduce risks related to an earthquake?

LINKS research activities will be conducted in four European countries: Denmark, Germany, Italy, and the Netherlands. Main results will be improving our capacity to prevent disasters, mitigate their risks and respond to emergencies in a more efficient way.

### 2. About the research

You will be asked to participate in [*specify the activity*]. You will be asked to provide your opinions about the use of social media in relations to your safety against natural hazards such as earthquakes or flooding and man-made hazards such as an explosion or toxic release caused by an industry. We collect your data needed for researcher purposes. For instance, your birth date, your



Heavy rains and floods are a major natural hazard, and technology can help us to stay informed and to stay alert. Think about the weather forecast on your parents' smartphone. Knowing that tomorrow there will be strong cold winds and heavy rains can help you and your parents to plan the day ahead so that you stay warm and avoid catching a cold!

statements, your image (*only in workshops*), only for the purpose to disseminate information about the project and its results.

Your data may be shared with the project partners and used for writing articles and organize events related to the project. Data will be processed and shared only in anonymised formats. Your participation and consent shall be authorised by your parents.



Anonymizing data means to remove personal information in order to protect your privacy. Why is it important? Let's us discuss it all together

### 3. Nothing to worry about

By participating, you will contribute to the success of the project. Our priority is to make you feel comfortable and to help you through all the activities conducted together. Please note that you are

not forced to answer questions and you can decline to participate to the activities at any given time.

#### **4. Voluntariness**

Your participation is voluntary. You are free to withdraw your participation at any time, without giving an explanation and without negative consequences.

#### **5. Data collection, use and storage**

Data will be collected through different project activities such as [*specify the activity*]. The data will be recorded in writing or through audio recording devices, safely stored and shared with relevant project partners for research purposes. All your personal data will be [*anonymised/pseudonymised*]. Your data, as soon as they are no longer needed, will be securely deleted.

#### **6. Consent and privacy rights**

Your personal data is processed on the basis of your oral consent and your parents written consent. You have the right to withdraw your consent, access, correct or delete your personal data until they are anonymized.



To explore together the meaning of the word resilience, we can think about the experiences lived by children and teachers during the covid-19 pandemic and about Distance Learning. What changes has the pandemic brought to teaching? What challenges did we face? In this context, the resilience of teachers and students depended heavily on their ability to adjust to new challenges and ensure teaching did not stop completely; some schools have been able to fast-track tutoring services for children to make up for the learning loss caused by the lockdown period. Let's discuss it together.

## 7.5 Annex V: Informed Consent

### 7.5.1 Informed Consent for Interviews

#### **Modulo A di consenso informato LINKS**

##### **Consenso di partecipazione a intervista**

Ho letto, oppure mi è stata letta o spiegata, la suddetta scheda informativa di partecipazione, contenente gli obiettivi del progetto LINKS finanziato dalla Commissione Europea (Horizon 2020, stanziamento n. 883490), il suo scopo, le domande che mi verranno poste, il grado di confidenzialità delle mie risposte e le informazioni sull'uso e l'archiviazione dei dati.

Accetto volontariamente di partecipare alla ricerca, condotta dal personale dell'Università di Firenze. Comprendo che il fine di questa intervista è di spiegare e valutare come funziona il sistema di comunicazione nelle diverse fasi della gestione del disaster, In particolare in relazione all'uso delle piattaforme online di comunicazione, e qual è il mio ruolo dentro l'organizzazione.

Pertanto,

- Acconsento volontariamente a partecipare a questo studio.
- Comprendo che non riceverò alcun compenso per la mia partecipazione.
- Comprendo che sono libero(a) di fermare la mia partecipazione in qualsiasi momento, senza dare alcuna spiegazione e senza conseguenze negative.
- Comprendo che la mia partecipazione durerà approssimativamente 2 ore e che il focus group verrà condotto da *[aggiungere il nome del ricercatore o dei ricercatori che condurranno l'intervista]* proveniente(i) da Università degli studi di Firenze.
- Comprendo che il mio nome o identità reale non verranno utilizzati nell'elaborazione di dati e non compariranno nei risultati della ricerca.
- Acconsento che tutte le informazioni da me fornite possano essere elaborate e utilizzate:
  - Per i fini della ricerca
  - Per la divulgazione dei risultati (ad es. articoli scientifici revisionati tra pari, conferenze)
  - Per i fini di divulgazione del progetto (ad es. sui social media)
- Confermo di aver ricevuto le informazioni di contatto dei ricercatori, in modo che io possa contattarli in qualsiasi momento per porre domande in merito all'utilizzo dei miei dati, o per qualsiasi altro quesito legato alla ricerca in oggetto.
- Confermo di aver avuto l'opportunità di porre domande in merito al progetto e per ogni quesito da me posto ho ricevuto risposte soddisfacenti.
- Confermo di aver ricevuto una copia della scheda informativa di partecipazione.

Infine, do il mio consenso a registrare l'audio di questa intervista, ad utilizzare sistemi di trascrizione automatizzati, e a utilizzarla per i fini del progetto.

Scrivere in modo leggibile il nome completo del(la) partecipante \_\_\_\_\_

Firma del(la) partecipante \_\_\_\_\_

Scrivere in modo leggibile il nome completo del ricercatore capo \_\_\_\_\_

Data \_\_\_\_\_

Giorno/mese/anno

**Nel caso in cui il partecipante non sia in grado di leggere il modulo senza aiuto:**

Sono stato(a) testimone della lettura accurata del modulo di consenso informato al(la) partecipante potenziale e che tale persona ha avuto l'opportunità di porre domande. Confermo che la persona ha dato il proprio consenso liberamente e ha compreso i fini della ricerca, l'uso/archiviazione dei dati e che lui/lei ha facoltà di abbandonare la ricerca in qualsiasi momento.

Scrivere in modo leggibile il nome completo del testimone \_\_\_\_\_

Firma del testimone \_\_\_\_\_

Data \_\_\_\_\_

Giorno/mese/anno

**Dichiarazione della persona che registra il consenso:**

Ho reso disponibile e letto accuratamente al(la) potenziale partecipante la relativa scheda informativa e, al meglio delle mie capacità, mi sono assicurato(a) che il/la partecipante abbia compreso quanto prevede la sua partecipazione.

Confermo che al(la) partecipante è stata data l'opportunità di porre domande in merito allo studio e che tutte le domande poste hanno ricevuto una risposta onesta e al meglio delle mie capacità.

Confermo che la persona non è stata obbligata a dare il proprio consenso e che tale consenso è stato dato liberamente e volontariamente.

Una copia del modulo di questo consenso informato è stata fornita al(la) partecipante.

Scrivere in modo leggibile il nome completo della persona che registra il consenso

\_\_\_\_\_

Firma della persona che registra il consenso \_\_\_\_\_

Data \_\_\_\_\_

Giorno/mese/anno

## 7.5.2 Informed Consent for Focus Groups

### Modulo A di consenso informato LINKS

#### Consenso di partecipazione al focus group

Ho letto, oppure mi è stata letta o spiegata, la suddetta scheda informativa di partecipazione, contenente gli obiettivi del progetto LINKS finanziato dalla Commissione Europea (Horizon 2020, stanziamento n. 883490), il suo scopo, le domande che mi verranno poste, il grado di confidenzialità delle mie risposte e le informazioni sull'uso e l'archiviazione dei dati.

Accetto volontariamente di partecipare alla ricerca, condotta dal personale dell'Università di Firenze. Comprendo che il fine di questo focus group è di capire il mio rapporto con i social media e le nuove tecnologie anche in occasione di disastri. In particolare, mi verrà chiesto di indicare limiti e potenzialità delle nuove tecnologie e come eventualmente i primi possono essere superati.

Pertanto,

- Acconsento volontariamente a partecipare a questo studio.
- Comprendo che non riceverò alcun compenso per la mia partecipazione.
- Comprendo che sono libero(a) di fermare la mia partecipazione in qualsiasi momento, senza dare alcuna spiegazione e senza conseguenze negative.
- Comprendo che la mia partecipazione durerà approssimativamente 2 ore e che il focus group verrà condotto da *[aggiungere il nome del ricercatore o dei ricercatori che condurranno l'intervista]* proveniente(i) da Università degli studi di Firenze.
- Comprendo che il mio nome o identità reale non verranno utilizzati nell'elaborazione di dati e non compariranno nei risultati della ricerca.
- Acconsento che tutte le informazioni da me fornite possano essere elaborate e utilizzate:
  - Per i fini della ricerca
  - Per la divulgazione dei risultati (ad es. articoli scientifici revisionati tra pari, conferenze)
  - Per i fini di divulgazione del progetto (ad es. sui social media)
- Confermo di aver ricevuto le informazioni di contatto dei ricercatori, in modo che io possa contattarli in qualsiasi momento per porre domande in merito all'utilizzo dei miei dati, o per qualsiasi altro quesito legato alla ricerca in oggetto.
- Confermo di aver avuto l'opportunità di porre domande in merito al progetto e per ogni quesito da me posto ho ricevuto risposte soddisfacenti.
- Confermo di aver ricevuto una copia della scheda informativa di partecipazione.

Infine, do il mio consenso a registrare l'audio di questo focus group e utilizzarlo per i fini del progetto.

Scrivere in modo leggibile il nome completo del(la) partecipante \_\_\_\_\_

Firma del(la) partecipante \_\_\_\_\_

Scrivere in modo leggibile il nome completo del ricercatore capo \_\_\_\_\_

Data \_\_\_\_\_

Giorno/mese/anno

**Nel caso in cui il partecipante non sia in grado di leggere il modulo senza aiuto:**

Sono stato(a) testimone della lettura accurata del modulo di consenso informato al(la) partecipante potenziale e che tale persona ha avuto l'opportunità di porre domande. Confermo che la persona ha dato il proprio consenso liberamente e ha compreso i fini della ricerca, l'uso/archiviazione dei dati e che lui/lei ha facoltà di abbandonare la ricerca in qualsiasi momento.

Scrivere in modo leggibile il nome completo del testimone \_\_\_\_\_

Firma del testimone \_\_\_\_\_

Data \_\_\_\_\_

Giorno/mese/anno

**Dichiarazione della persona che registra il consenso:**

Ho reso disponibile e letto accuratamente al(la) potenziale partecipante la relativa scheda informativa e, al meglio delle mie capacità, mi sono assicurato(a) che il/la partecipante abbia compreso quanto prevede la sua partecipazione.

Confermo che al(la) partecipante è stata data l'opportunità di porre domande in merito allo studio e che tutte le domande poste hanno ricevuto una risposta onesta e al meglio delle mie capacità.

Confermo che la persona non è stata obbligata a dare il proprio consenso e che tale consenso è stato dato liberamente e volontariamente.

Una copia del modulo di questo consenso informato è stata fornita al(la) partecipante.

Scrivere in modo leggibile il nome completo della persona che registra il consenso

\_\_\_\_\_

Firma della persona che registra il consenso \_\_\_\_\_

Data \_\_\_\_\_

Giorno/mese/anno

## Annex VI: Societal Impact Strategy Roadmap

Societal impact Conditions	Work Package	Related Deliverables	Actions until Month 18	Future Actions until Month 30
Direct involvement and active collaboration between academic and non-academic stakeholders	WP2 WP3 WP4	D2.1; D2.2; D2.3 D3.1; D3.2 D4.2	<p>Construction of DRPV – DCT – DMP Knowledge bases and methodologies with the help of the consortium practitioners (see, e.g., practitioners' boxes in D2.1, D2.2, D3.1, consultation processes described in D2.3, D3.2, D4.2, and collaboration of non-academic partners in writing deliverables);</p> <p>Three methodological taskforces have been created to involve non-academic partners of the consortium in selecting and formulating research questions and methods (D2.3, D3.2, D4.2). Participation to conferences not thought only for the scientific community (e.g., Accessibility days 2021).</p>	<p>The three WPs are planning to adopt participatory research (e.g., action-research) to implement and validate the three knowledge bases with the support of different stakeholders; this will be better defined in the second-version of the methodologies planned by Month 28;</p> <p>The methodological taskforces will continue to support the work of the three WPs planning the next research phases and providing inputs to the methodologies;</p> <p>Processes of consultation of different stakeholders external to the consortium to validate research outputs will be activated through the LINKS Community Center platform and LINKS Community Workshops (e.g., online LINKS Community Workshop planned by WP2 in February 2022);</p> <p>Further actions of assessment are planned to be developed in collaboration with WP5 (see WP5 below).</p>
	WP5	D5.1; D5.2	D5.1 reported the workplan for the development of the LINKS Framework as a result of a participatory	Presentation of the Framework and its discussion in e.g., local LINKS Community Workshops (see workshop in November 2021, Italy) and internal consortium events.



Societal impact Conditions	Work Package	Related Deliverables	Actions until Month 18	Future Actions until Month 30
			<p>process among partners engaged and especially practitioners (e.g., internal consortium workshops).</p> <p>User stories have been developed by practitioners in order to understand their needs and expectations.</p> <p>Presentation and discussion of the LINKS Framework during, e.g., the LINKS Community Workshop (November 9<sup>th</sup>, 2021, in Terni, Italy).</p>	User stories will continue to be used as a way of involving different stakeholders in building the LINKS Framework.
	WP6	D6.1; D6.2	<p>A participatory process has been activated to develop the workplan described in D6.1 that presents the workplan and for the evaluation of the case assessment for the five cases.</p> <p>Organization of LINKS Practitioners' Taskforce, Case Coordinators' meetings, and Practitioners' workshops.</p>	<p>The different local assessment teams are planning different actions to ensure this point in the research of each case, like focus groups (Denmark and Italy), action-research (e.g., crowd-mapping and action research games in Italy). Some of the local stakeholders are directly involved also in the research work (e.g., Save the Children Italy).</p> <p>Furthermore, local partners (practitioners) are responsible for the planning of the local LINKS Community Workshops (in collaboration with WP8).</p>
	WP7	D7.1; D7.2; D7.3	<p>The development of the LINKS Community Center follows an open and inclusive approach (see D7.2 and D7.3) and is available at all times for testing by all stakeholders.</p>	<p>The LINKS Community Center will be evaluated by diverse user groups at various events (e.g., LINKS Community Workshops and LINKS Advisory Committee meetings) and their feedback will be taken into account for the further development.</p>

Societal impact Conditions	Work Package	Related Deliverables	Actions until Month 18	Future Actions until Month 30
			The needs of different target groups, i.e., practitioners and researchers, are being taken into account since the beginning of the development (see e.g., design thinking workshop described in D7.1).	
	WP8	D8.1; D8.4	The pilot LINKS Community Workshop has been held in Italy on November 9th, 2021. These workshops have been thought as moments of collaboration and discussion, that are created in collaboration between scientific and non-scientific stakeholders. Thus, the pilot workshop has been organized in two moments: the first one managed by local practitioners (Province of Terni, with the participation of local Civil Protection), hosting also moments of scientific discussion; the second part of the workshop has been organized by UNIFI and has seen the participation of local volunteer associations of civil protection.	The LINKS Community Workshops will continue in the five cases. The scope will be defined in collaboration with the local partners, ensuring participation of different stakeholders. Focus groups or moments of discussion, consultation or participation (participatory activities) will be planned as also moments of validation/assessment of the results and outputs of the project. Further information will be reported in future deliverables.
Societal relevance of the project – usefulness and consumability of the project	WP8-9	D9.2 (see in particular Section 4.2 about the Impact	WP8 is developing the marketability strategy to understand market-potentials of the project.  As referred before, the Italian LINKS Community Workshop has been thought also as a moment to collect feedbacks on the potentials of the project and its outputs.	The Marketability strategy will be delivered and moments to inform it will be organized (further details provided in D9.2).  The Impact Taskforce will continue to work until the end of the project, such as the exploitation canvas will be updated during the project.

Societal impact Conditions	Work Package	Related Deliverables	Actions until Month 18	Future Actions until Month 30
		Taskforce) and 9.4	The Impact Taskforce has been created with the purpose to support the process for identify long-term impacts and consumability of the outputs.	There is a monitoring procedure which involves the members of impact taskforce and Work Package Leaders every six months.
	WP5	D5.3, D5.4, D5.5	<p>In the first 18 months, the societal relevance of the Framework has been mainly assessed internally to the LINKS consortium.</p> <p>User stories has been used also to this scope.</p> <p>Furthermore, the LINKS Assessment Committee has been organized as a moment of discussion with external experts.</p>	<p>User stories will be implemented to assess the contents of the LINKS Framework (to be developed also in collaboration to WP2-3-4).</p> <p>Role of the LINKS Community Center to assess the Framework.</p>
	WP6	D6.4; D6.5; D6.6	N/A	The case assessments are inherently designed to evaluate the societal relevance and usefulness of the Framework from different perspectives and diverse local contexts.
Equity – diversity – plurality and sustainability (of the project outputs)	WP1 WP2 WP9	D1.1; D1.2; D1.5; D1.6; D.2.1, D2.2; Diversity Awareness Strategy; Protocols for Accessibility	<p>D1.1 has been submitted in July 2020 and it is about the project management manual.</p> <p>D1.2 has been submitted in June 2021 and it is a report about the progresses of each WP.</p> <p>A first plan for the societal impact of the project and its assessment has been provided in D1.5.</p>	<p>WP1 will continue to monitor until the end of the project through the activities of Ethics Advisory Board, with the self-ethics and ethics research assessments that will be adjusted as needed.</p> <p>WP2 will follow with the methodological taskforce with the purpose to ensure plurality and equity and to provide guidelines when needed.</p>

Societal impact Conditions	Work Package	Related Deliverables	Actions until Month 18	Future Actions until Month 30
		and research with vulnerable groups.	D1.6 provides an assessment of the ethics and societal impact strategy and provides information on the diversity awareness strategy.  Guidelines for accessibility in dissemination (see WP2 and 9).	Furthermore, guidelines will be published, and they will be made available to different stakeholders.  As anticipated in the previous sections, guidelines for diversity in dissemination will be provided soon. This is a way to ensure that the products/outputs of the project can be used and are thought for different stakeholders and accessible.
	WP10	D10.1; D10.3; D10.4; D10.5	WP10 has provided some requirements to ensure the monitoring of ethics and societal impact process. WP10 worked specially to provide procedures which can foster equity, diversity and plurality of participants to the research.	The role of WP10 is finished. Further steps on the monitoring are planned under WP1.
	WP6 WP7 WP8	D7.1; D7.2 D8.1	The case studies, LINKS Community Center and LINKS Community Workshops have been developed according to the principles at the basis of the ethics and Societal impact strategy.  A stakeholders mapping has been activated in collaboration between WP7 and 8 to ensure plurality in the defining participants.	The ethics and societal impact strategy should be taken into account in the design of the LINKS Community Center and the LINKS Community Workshops (see also previous sections of D1.6). Updates on this will be provided in future reports about LINKS Community Center and LINKS Community Workshops, explaining how they have addressed this point.

Societal impact Conditions	Work Package	Related Deliverables	Actions until Month 18	Future Actions until Month 30
			A feedback form has been developed for LINKS Community Workshops to evaluate (among the others) diversity in participants.	
Knowledge transfer	WP5 WP7	D5.3 D7.1; D7.2	<p>The Framework is being developed by taking into account a) how to best structure and sort the knowledge in the LINKS Community Center; b) how to best facilitate knowledge sharing and transfer.</p> <p>A Practice to Policy workshop took place in April 2020. The workshop was organised in collaboration with DPPI SEE and involved DPPI SEE Members. The Framework was presented and experiences, needs and challenges were shared and discussed at length.</p> <p>LINKS Community Center has been conceptualized and is being developed to ensure collaboration and knowledge transfer among the participants.</p>	The LINKS Community Center will ensure that content produced by the LINKS project is accessible by diverse stakeholder groups by making them easily accessible via the web. Additionally, indication on whether a specific piece of content is relevant for a specific stakeholder will be added. Furthermore, customised “entry points” or “learning paths” for each type of stakeholder are being considered.
	WP8	D8.1	LINKS Community Workshops have been developed to leverage local stakeholders’ knowledge and experiences for the benefit and development of LINKS project research (e.g., Italian workshop).	Knowledge transfer to specific target groups will be ensured by carefully taking into account the deliverables and research cycle. This will ensure the LINKS Community Workshops are beneficial for the project, instead of taking place for the sole purpose of reaching a pre-determined ceiling.

Societal impact Conditions	Work Package	Related Deliverables	Actions until Month 18	Future Actions until Month 30
	WP9	D9.1	WP9 worked to guarantee the diffusion of the results by defining a clear Dissemination Exploitation Communication strategy, using different tools (including publications, magazines, events, workshops, networks, etc.)	Making to the identified Target Groups the results available and usable, by implementing the planned exploitation actions and monitoring the planned actions.
Cross-border; cross-language; cross disciplinary approach	WP2 WP3 WP4	D2.1; D2.2; D2.3; D3.1; D3.2; D4.1; D4.2	All the WPs worked to promote a cross-disciplinary, cross-language and cross-border approach to the knowledge bases. The methodologies have been built to provide a cross-case analysis.	In the second phase, the three WPs will further work in integrating their perspectives and tools to produce interdisciplinary products. This process will potentially come to a joint methodology for the second phase assessment.
	WP5	D5.1 D5.3	LINKS Framework is being developed according to the principles of transversality and diversity, taking into account the language issue but also the cultural differences, specifically in relation to the implementation of the Framework into the LINKS Community Center. Additionally, it is by nature cross-disciplinary.	Framework will be evaluated in the coming periods in the cases, taking into account it's accessibility in the LINKS Community Center to diverse stakeholders.
	WP6	D6.1	The cross-border and cross-disciplinary approach has been ensured through meetings and workshops in which practitioners with different backgrounds and coming from different countries, hence adopting a multi-disciplinary approach.	The application of cross case analysis in the cases will be conducted by teams across borders, and the outputs will be inherently cross-disciplinary in terms of the specific knowledge domains.

Societal impact Conditions	Work Package	Related Deliverables	Actions until Month 18	Future Actions until Month 30
	WP7	D7.1	To ensure that the needs of different users coming from different countries, with different primary languages, different cultural backgrounds, and from different disciplines actions have been taken in the first phase of the project (see e.g., design thinking workshop described in D7.1).	Multi-language functionality will be implemented to ensure access of non-English-speaking people to the LINKS Community Center. Adding further language-specific functionality, such as manuals on how to use the Center in different languages, are being considered.
Visibility of the project, open data and (physical, cultural, intellectual) accessibility of the results	WP7 WP9	D9.1; D9.2	The visibility of the project and the accessibility of the results have been ensured by the communication process. WP9 worked to the diffusion of the results of the project using the LINKS website, LINKS newsletter, LINKS social platforms, conferences, etc.  A guide about accessibility in dissemination has been developed by WP2 for WP9 purposes.	Continuing using the implemented communication tools and making the results available in specific platforms (e.g., Zenodo, Open Research Europe Platform) and in open access journals and magazines. WP9, through the exploitation strategy, has also defined the next steps for each WP to ensure the results will be shared and made available for different audiences.  LINKS Community Center will guest the relevant outputs of the project and they will be available for everyone.