

## SCHS AND THEIR CULTURAL DETERMINANTS AND MITIGATIONS

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SCHs categories	Socio-cultural determinants	Mitigations
<b>CROWD - STAFF INTERACTION</b>	<b>SOCIO-CULTURAL TENSIONS BETWEEN STAFF AND CROWD MEMBERS</b>	<p>Stereotyping, cultural differences, religion, Social status.</p> <ul style="list-style-type: none"> <li>Show empathy with people from other socio-cultural backgrounds. They should be treated as individuals not as “all the same” (not members of the out-group).</li> <li>At an organisational level - Specific training to understand cultural differences and to be aware of different cultural norms and try to accommodate them when possible.</li> <li>When dealing with arrogant privileged individuals it is important to keep calm, be polite.</li> </ul>
	<b>POOR COMMUNICATION DUE TO LANGUAGE BARRIERS</b>	<p>Language skills.</p> <ul style="list-style-type: none"> <li>Avoid using jargon and specialist terminology.</li> <li>Use simple and clear instructions in English and, if possible, identify the most widely spoken second language in a given situation and select transport hub personnel able to communicate with that group of passengers.</li> <li>At an organisation level – training front-end staff for short phraseologies for emergency management and communication.</li> <li>Announcement information for passengers at airports, railways stations, ports should be in different languages according to the passengers’ nationalities.</li> <li>Announcements in languages popular to the region (e.g. if the airport is in Poland the announcement should be in English, Polish, Russian and German. If the ferry is operating between Poland and Sweden, the announcement should be in English, Polish and Swedish).</li> </ul>
	<b>INEFFECTIVE REPORTING OF SECURITY THREATS</b>	<p>Education level, travelling experience.</p> <ul style="list-style-type: none"> <li>Show visual messages/announcements to be followed in case of unattended baggage (e.g. images and videos at airports, stations, ferries, on board train/ship), introducing to:               <ul style="list-style-type: none"> <li>Contact train manager</li> <li>Don’t touch the baggage</li> <li>Don’t alarm other passengers</li> </ul> </li> </ul>

<b>CROWD – CROWD INTERACTION</b>			<ul style="list-style-type: none"> <li>Information about reporting of security threats should be included in the ticket information. These messages and communication would be very useful for non-frequent travellers.</li> </ul>
	<b>REFUSING TO COMPLY WITH STAFF SAFETY INSTRUCTIONS</b>	Level of compliance with the authorities, familiarity with the environment, travel experience.	<ul style="list-style-type: none"> <li>Although it is very difficult to control this kind of critical behaviors during emergencies it is important to keep instructions very simple (e.g. brace, brace, or keep calm, stay down).</li> <li>Repeat instructions</li> <li>Give instructions in different language</li> </ul>
	<b>CULTURAL CONFLICTS BETWEEN GROUPS BELONGING TO DIFFERENT CULTURES</b>	Nationality, religion, sport supporter Social Identity	<ul style="list-style-type: none"> <li>When possible redirect “conflicting” groups to separate locations</li> <li>Provide staff awareness of social identity theory, so to encourage a shared identity across rival groups with respect to the specific situation (e.g. “we are all in this together”).</li> <li>Staff should pay attention for different cultures and potential conflicts, but also have clear policy/procedures and use its authority to guarantee respect for rules and for other passengers.</li> <li>Specific training should be provided to understand cultural differences, and to be aware of different cultural norms/beliefs and try to accommodate them when possible.</li> </ul>
	<b>FIGHTING/REVOLTING FOR RESOURCES (FOOD, SPACE, EMERGENCY EXISTS ...)</b>	Educational level, Attitude to outer-group members.	<ul style="list-style-type: none"> <li>To prevent: Staff should divide people in homogeneous sub-groups and identify a point of contact/leader for each of them and give clear instructions to them.</li> <li>To prevent: Staff should distribute additional resources (food, beverages, blankets, etc.) and provide clear and timely communication to avoid frustration and anger.</li> <li>To manage: Police and/or security staff should stop the fights /revolts, if possible without additional violence.</li> </ul>

<b>CROWD – ENVIRONMENT INTERACTION</b>	<b>PASSENGERS ENTERING RESTRICTED AREAS</b>	Age, education level, familiarity with the environment, travel experience.	<ul style="list-style-type: none"> <li>• Avoid unintentional trespassing by making people aware through clear signs, alerts, physical barriers or the physical presence of staff and its authority..</li> <li>• During emergency situations ‘restricted areas’ may change: staff should clearly indicate which are the new ‘restricted areas’ and move away the passenger flow (through gestures and multi-language simple and short orders).</li> <li>• Provide clear rules and apply proportional fines if a restricted areas has been entered. Usage of CCTV to detect and deter trespassing.</li> </ul>
	<b>MISUSE OF (SAFETY) EQUIPMENT</b>	Education level, travel experience.	<ul style="list-style-type: none"> <li>• Improve passengers safety awareness through short videos in waiting rooms, halls, gates and or clear multi-lingual instructions (provided in presence by staff).</li> <li>• Clearly communicate WHY it is important to follow personnel instructions and procedures (e.g., show consequences of non compliance and/or misuse of safety equipment).</li> <li>• Provide clear signs (using images and infographics) near safety equipment.</li> <li>• Provide clear rules and apply financial fines and legal actions after the misuse/damage to the equipment. Use of CCTV to detect and deter misuse of safety equipment.</li> <li>• Locate safety equipment in accessible, but secure, places.</li> </ul>
	<b>SLOW RESPONSE TO PUBLIC WARNINGS</b>	Risk perception according to gender, age; Walking speed according to age, gender, nationality, length of dress.	<ul style="list-style-type: none"> <li>• Direct additional multi-cultural staff to the emergency areas to show the evacuation paths and provide support.</li> <li>• Provide personalised assistance and facilitation by dedicated and trained staff to passenger with reduced mobility.</li> <li>• Provide separate lanes for groups with different walking speed.</li> <li>• Staff should also foster and facilitate mutual help and collaboration among passengers.</li> </ul>
	<b>MISUSE OF SOCIAL MEDIA INFORMATION DURING EMERGENCIES</b>	Compliance level, age.	<ul style="list-style-type: none"> <li>• Provide periodic courses and drills in primary and secondary schools on how to behave during emergencies in various context.</li> <li>• Have a social media team analysing in real time social media feeds and validating them to provide updated information through official communication channels (police and government social media radio and tv).</li> <li>• Provide clear and official information, regular official communication and updates to avoid rumours and panic effect.</li> </ul>