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**TITLE: COMMUNICATION**  
**SUBTITLE: SUMMER SCHOOL REPORT 2**

**ASSET Project • Grant Agreement N°612236**

# **ASSET**

Action plan on SiS related issues in Epidemics And Total Pandemics

7<sup>th</sup> RTD framework programme

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Responsible partner: **ISS**

Contributing partners: **LYON, PROLEPSIS, EIUH, DBT, FFI, IPRI, NCIPD, TIEMS, DMI, UMFCO, HU, ZADIG**

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## EXECUTIVE SUMMARY

ASSET is based on the evidence overall that communicable diseases, as well as epidemics or pandemics, not only impact on public health conditions, but also on several societal aspects. Facing public health emergency of international concern such as epidemics and pandemics is thus a major challenge for both science and society, a challenge that requires a multidisciplinary approach. In this way, in ASSET multidisciplinary expertise is addressed to effectively deal with scientific and societal challenges raised by pandemics and associated crisis management. In 2001 the European Commission launched the Science in Society (SiS) action plan that included engagement, gender equity, science education, open access, ethics and governance to foster public involvement and a sustained two-way dialogue between science and civil society.

The [ASSET Summer School](#) provided three editions which were delivered at the National Centre for Disease Prevention and Health Promotion (CNaPPS) of the National Institute of Health (ISS), placed in via Giano della Bella 34, Rome:

- ✓ September 2015, 21-24;
- ✓ June 2016, 15-17;
- ✓ May 30 – June 1, 2017.

The ASSET Summer Schools aimed at establishing an interactive learning space for researchers and practitioners, in order to share and exchange knowledge related to epidemics and pandemics.

As done in the first school edition, also the second and the third courses were conceived to fit the interests of professionals with a background education and a working experience in different fields related to infectious diseases outbreaks – like medicine, philosophy, social science, health economics and communication. Participants were selected based on evaluation of CVs and motivation letters, and followed a strategically planned series of lectures, group work exercises and case studies. The daily programme ran from 9 am to 5 pm and the lessons were given by lectures from prominent international experts on several topics, ranging from crisis management to issues related to social and health inequalities, and participate to group work exercises and case studies. Lecturers discussed the ethical, legal and societal implications of pandemics, the unsolved scientific questions about them, the main problems about crisis management and gender-related issues.

The present report (Deliverable 7.10) is divided into two parts describing the process to deliver both the second and third editions of the **ASSET Summer School on Science in Society related issues in Pandemics** concerning the phases of planning, arrangement and evaluation. These three elements have been analysed with regard both to organisational and scientific issues.



## ACKNOWLEDGEMENTS

We acknowledge all the consortium Partners who have been useful in relevantly defining the schedule of both the second and the third ASSET Summer Schools as well as our colleagues from the Istituto Superiore di Sanità Resource Centre: Eva C. Appelgren, Arianna Dittami, Lorenzo Fantozzi, Sabrina Sipone and Valerio Occhiodoro for the valuable support provided on technical issues.

## CONTRIBUTIONS OF AUTHORS

Concerning the second and the third ASSET Summer Schools which the current Report (Deliverable 7.10) refers to, contributors have been as it follows:

Alberto Perra<sup>1</sup>, Valentina Possenti, Barbara De Mei, Paola Scardetta, ISS: conception and design, identification of scientific lines, organisation of the course and coordination;

Manfred Green, HU; Alberto d'Onofrio and Alina Macacu IPRI; Mitra Saadatian, LYONBIOPOLE: appointees to Learning Unit on unsolved questions;

Kjersti Brattekas, FFI: appointee to Learning Unit on intentionally caused outbreaks;

Roberta Villa, Michele Bellone, Debora Serra, Zadig: appointees to Learning Unit on communication and social media;

Kailash Gupta, TIEMS; Luca Rosi, Lorenza Scotti, Giuseppina Mandarino and Sabina Giorgi, ISS: appointees to Learning Unit on community resilience;

John S. Haukeland, Lise Bitsch, DBT: appointee to Learning Unit on participatory governance;

Peggy Maguire, Vanessa Moore and Rebecca Moore, EIWH: appointees to Learning Unit on gender issues;

Ariel Beresniak, DMI: appointee to Learning Unit on health economics and management;

Agoritsa Baka, Pania Karnaki and Afroditi Veloudaki, PROLEPSIS: appointees to Learning Unit on science communication;

Mircea Ioan Popa, UMFDB: participant as tutor for participants from Romania and auditor;

Veronika Dimitrova, Mira Kojouharova, Anna Kurchatova and Savina Stoitsova, NCIPD: contributors to planning and tutors for participants from Bulgaria but not participating.

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<sup>1</sup> Alberto Perra was in charge of the project scientific coordination till December 2016, afterwards Valentina Possenti became the scientific coordinator



## INTRODUCTION

### Summer School on Science in Society related issues in Pandemics.

#### A cross-cultural learning environment

Concerning background aspects for the ASSET Summer School development, such as the framework, thematic issues, scope and objectives, reference targets, methods applied and timing, it is recalled what has been reported at the [Deliverable 7.9](#), related to the first ASSET Summer School on Science in Society related issues in Pandemics (2015).

In order to develop two editions which were even more effective than the first experience, the starting points were the 'lessons learnt' as reported in the final considerations paragraph of the [Deliverable 7.9](#), already mentioned above.

#### TIMING

- ✓ it was agreed among the Consortium that the best formula is on **three** learning full-time days, instead of four, and a different placement in the calendar as **early summer**;

#### DISSEMINATION

- ✓ EXTERNAL: as soon as the "**Save the Date**" is delivered, efforts to promote the event have to be as much effective as possible;
- ✓ INTERNAL: dedicated discussion threads are populated on the project **Community of Practice** (CoP) web platform in order to make all Partners be constantly updated about the work evolution. In doing this, the mobilization and mutual learning (MML) approach is enforced even as per other not strictly MML-related WorkPackages like the WP5;

#### STUDENTS' PARTICIPATION

- ✓ relevant efforts to be dedicated to increase the **number** of candidates overall as well as implying a further **geo-representativeness** of European countries. Thus, the task leader shared with the other contributors the idea to arrange travel grants for participants representing at least all the partner countries;
- ✓ in terms of active **involvement** specific sessions to be reserved in order to allow students present their own research projects or activities;

#### SCIENTIFIC METHODOLOGY

- ✓ the same **Learning Units** to be replicated because of a project consistency overall (i.e., with its own Strategic and Action Plans) as well as per a high content solidity itself after a well-organized scheduling phase (storyboard, macro- and micro-planning). This action further values the multidisciplinary expertise held by the ASSET Consortium, ranging from epidemiology and public health to communication and social science.



## PART I: THE SECOND SCHOOL EDITION (2016)

As indicated in the introductory paragraph, the design of the ASSET Summer School was strictly driven by the first experience.

As in fact also done for the 2015 edition, a discussion thread “**7.6 Summer School on SiS related issues in Pandemic**” was started on the internal CoP platform for a mutual exchange among all the Consortium Partners.

### 1. DESIGNING THE SECOND SCHOOL EDITION (2016)

#### 1.1 ORGANISATIONAL ASPECTS

The ASSET team at ISS that has been involved in the arrangement of the Summer School was made of people as per names and roles listed at the Table 1.

**Table 1. ISS (T7.6 leader) Human Resources dedicated to deliver the ASSET Summer School 2016**

Name/Surname	Role for ASSET School	Partner	Country
Alberto Perra	Task leader - School Director	ISS	Italy
Barbara De Mei	Task leader - School Director	ISS	Italy
Eva C. Appelgren	Task leader - Technical Secretariat	ISS	Italy
Paola Scardetta	Task leader – Facilitator	ISS	Italy
Arianna Dittami	Task leader - Technical Secretariat	ISS	Italy
Valerio Occhiodoro	Task leader - Administrative Secretariat	ISS	Italy
Lorenzo Fantozzi	Task leader - Graphic Service	ISS	Italy

##### 1.1.1 “Save the date” activities

The School logo is the same than the one used for the first edition.


The “[Save the date](#)” page was published on the ASSET website complete of all basic information on the course and the registration form to apply.

The graphic representation on the web is reported at Figure 1.



**Figure 1. The ASSET Summer School 2016 webpage**

Summer School on Science in Society related issues in Pandemics - Second edition



The second edition of the **ASSET Summer School** will be held at the Istituto Superiore di Sanità (ISS) in Rome, Italy from June 15 to 17, 2016.

Pandemics and other major infectious disease outbreaks management requires a multidisciplinary approach and the ASSET Summer School focuses on

- Governance of pandemics;
- Unsolved scientific questions about epidemics and pandemics;
- Crisis participatory governance;
- Ethical, legal and societal implications of pandemics;
- Gender pattern - vulnerability;
- (Issues related to) intentionally caused outbreaks.

See the program here

**NEW IN THIS EDITION**

- In the 2016 Summer School edition, attendees will be given the possibility to present and share their own projects, researches, activities and experiences developed in the field of interest!

**WHAT DOES THE SCHOOL AIM TO?**

- Establish an interactive learning space for professionals involved in Science in Society (SiS) related issues in Pandemics;
- Share and exchange issues related to conducting and communicating research in SiS according to a transdisciplinary perspective, ranging from public health to social science and communication;
- Address and critically discuss current discourses on research methodologies and findings as well as on practice-based cases.

**HOW IS THE COURSE DEVELOPED?**

- The learning approach used in the ASSET Summer School is typically interactive and participatory in lessons given by top experts or witnesses in the field; exchange of study- or practice-based experience; mainly case studies.

**WHO SHOULD ATTEND?**

- Professionals with a background education and a working experience in the fields of: medicine, public health, philosophy, social science, communication, health care, health economics, administration (max 20). Fields of education and working experience can be different.
- PhD students undertaking courses of study in the above mentioned areas

**REGISTRATION FEE**

- No registration fee is required
- Attendees will receive: School materials, lunches and refreshments during the course

**TRAVEL & ACCOMMODATION**

- Travel and accommodation expenses are on participants account.
- Travel grants will be available for 4 students. They will be selected within the evaluation process of CV and motivation letter filled in the registration form.

**HOW TO APPLY**

- The deadline for application is on May 5, 2016. The application form is available [here](#).
- Applicants will be informed about the result of their application within 2-3 weeks after the submission of the form.

**IMPORTANT NOTICE:** please, do not make any travel arrangements before attendance is confirmed

**CONTACT**

For further information you can contact:  
Eva C. Appelgren  
Email [eva.appelgren@iss.it](mailto:eva.appelgren@iss.it)

**COURSE LEADERS**

- ISTITUTO SUPERIORE DI SANITÀ - ISS (ITALY);
- ZADIG SRL ZADIG (ITALY);
- INSTITUTE OF PREVENTIVE MEDICINE ENVIRONMENTAL AND OCCUPATIONAL HEALTH - PROLEPSIS (GREECE);
- ASSOCIATION LYON BIOPOL LYONBIOPOL (FRANCE);
- EUROPEAN INSTITUTE OF WOMEN'S HEALTH LIMITED - EIWH (IRELAND);
- UNIVERSITY OF HAIFA - HU (ISRAEL);
- DATA MINING INTERNATIONAL SA - DMI (SWITZERLAND);
- FONDEN TEKNOLOGI&DET - DET (DENMARK);
- NATIONAL CENTER OF INFECTIOUS AND PARASITIC DISEASES - NCIPD (BULGARIA);
- UNIVERSITATEA DE MEDICINA SI FARMACIE CAROL DAVILA DIN BUCURESTI - UMFCO (ROMANIA);
- INTERNATIONAL PREVENTION RESEARCH INSTITUTE - IPRI (FRANCE);
- FORSVARETS FORSKNINGINSTITUTT - FFI (NORWAY);
- THE INTERNATIONAL EMERGENCY MANAGEMENT SOCIETY AISEL - TIEMS (BELGIUM).

**GUEST LECTURERS**

- International experts (to be announced)

**CERTIFICATE OF ATTENDANCE**

- Participants will receive a certificate for attendance

**ORGANIZING INSTITUTION**

- Centro Nazionale di Epidemiologia Sorveglianza e Promozione della Salute (CNESPS)  
Istituto Superiore di Sanità (ISS)  
Rome, Italy

Wednesday, June 15, 2016 (All day) to Friday, June 17, 2016 (All day)

**TYPE**  
GENERAL EVENT

**TARGET**  
HEALTHCARE PROFESSIONALS

**TAGS**  
SUMMER SCHOOL  
EVENT

Then, ISS asked all Consortium Members to disseminate it as much as possible in their own country to ensure a great visibility and a good return in terms of candidates.

The task leader was informed by the Partners on their actions for disseminating the ASSET event all over Europe by websites, social networks, institutional newsletters and other initiatives.

### 1.1.2 Secretariat actions

The process of participants' selection was ended by the first half of May with a total of 17 effective participants.

At the Table 2 the people forming the second ASSET Summer School Cohort are listed.

**Table 2. The ASSET Summer School 2016 Cohort**

NAME AND SURNAME	AFFILIATION AND COUNTRY
<b>1. Dora Kyei Baffour Akuoko</b>	Premier Nurses Training College Kumasi, Ghana
<b>2. Ofosuhene Okofrobour Apenteng</b>	University of Malaya & Kuala Lumpur Kuala Lumpur, Malaysia
<b>3. Salumeh Bastami</b>	The Public Health Agency Linköping, Sweden
<b>4. Samuel Belaud</b>	Université de Lyon Lyon, France
<b>5. Angela Di Martino</b>	School of Hygiene & Preventive Medicine "G.F. Ingrassia" Catania, Italy
<b>6. Cristiana Cerasella Dragomirescu</b>	National Institute for Research "Cantacuzino" Bucharest, Romania
<b>7. Rami Grefat</b>	Ministry of Health Haifa, Israel
<b>8. Afroditi Kastelianou</b>	General Hospital of Rethymno Crete, Greece
<b>9. Brindusa-Elena Lixandru</b>	National Institute for Research "Cantacuzino" Bucharest, Romania
<b>10. Mary O'Riordan</b>	Health Protection Surveillance Centre Dublin, Ireland
<b>11. Alina Macacu</b>	International Prevention Research Institute Lyon, France
<b>12. Giorgia Mazzarini</b>	Università Politecnica delle Marche (UNIVPM) Ancona, Italy
<b>13. Claudia Recanatini</b>	Università Politecnica delle Marche (UNIVPM) Ancona, Italy
<b>14. Eleni Riza</b>	National & Kapodistrian Univ. Athens Athens, Greece
<b>15. Kenneth Schelbech Dollerup</b>	Aalborg University Copenhagen Copenhagen, Denmark
<b>16. Susanne Barbara Schink</b>	Charité Universitätsmedizin Berlin Berlin, Germany
<b>17. Palmira Immordino</b>	Junior Project Officer CUAMM - Doctors with Africa Aber, Uganda

### 1.1.3 Administrative arrangement

The total budget for arranging three editions of the ASSET Summer School is 33.750,00 EUR so that it is possible to spend 11.250,00 EUR each year.

Costs to be paid by the task leader in 2016 were associated to: 6 coffee breaks, 3 light lunches, travel expenses for Dr. Germain Thinus (European Commission), travel grants to 7 students.



Concerning this last point, in the project Description of Work (DoW) it is indicated the possibility to support the participation in the school by providing travel grants.

In agreement with all task contributors, to improve the number of school participants overall and per coming country, travel grants were provided as much as possible per the budget assigned to the task.

## 1.2 SCIENTIFIC CONTENTS

As stated above, ISS balanced the work on the ASSET Summer School between organisational aspects with the scientific items to be developed during the three-day course.

The organisation of the learning sessions was shared with all contributing Partners who were first called to actions of macroplanning and above all on microplanning afterwards.

### 1.2.1 Macroplanning phase

Starting from the Storyboard<sup>2</sup> that was drafted for the first school edition, basing on inputs coming from the Partners and aggregated, the original idea was slightly remoulded.

### 1.2.2 Microplanning phase

As done in the 2015 edition, each Partner was assigned the responsibility for a Learning Unit (LU) to lead and/or to join in and contribute to.

The related planning template (the LU Form) was the crucial element for ensuring a good coverage of relevant topics to be presented and discussed within the different LUs, avoiding gaps or overlapping.

Beside the 6 main thematic vectors, some more specific key points were identified to be explored in dealing with Science in Society related issues both in Pandemics and on crisis management in case of major outbreaks, broadly defined as public health emergency of international concern (PHEIC).

In the end, 8 LUs were identified. The general issues incorporated in the 3 daily sessions were as follow:

- ✓ I Analysing SiS issues in PHEIC
- ✓ II Focusing on target groups involved in PHEIC
- ✓ III Working on communication about PHEIC

The 8 LUs are synthetically reported at Table 3 and associated LU Forms completed by the Reference Partners are available in Annex I.

As indicated in the introductory paragraph, sessions where students are presenters are included in the scientific program as well.

<sup>2</sup> A copy of the original version for the ASSET Summer School Storyboard is available at Annex IV of the [Deliverable 7.9](#)



Table 3. List of Learning Units delivered at the ASSET Summer School 2016, June 15-17

Day	Session Title	Topic area	Dimension/ Perspective(s)	Reference ASSET Partners
I: June 15	SiS related issues about PHEIC	<i>Pandemic Flu</i>	<i>Trust building processes</i>	EUROPEAN COMMISSION
		<i>Unanswered Problems in Epidemics and Pandemics</i>	<i>Unsolved scientific questions in epidemics/pandemics</i>	UNIVERSITY OF HAIFA - HU (Israel); INTERNATIONAL PREVENTION RESEARCH INSTITUT - IPRI (France); ASSOCIATION LYONBIOPOLE LYONBIOPOLE (France); NCIPD (Bulgaria); FORSVARETS FORSKNINGINSTITUTT - FFI (Norway); UMFCD (Romania)
II: June 16	Target groups to reach in PHEIC	<i>Crisis participatory governance</i>	<i>Bridging Institutions and Citizens</i>	FONDEN TEKNOLOGIRÅDET - DBT (Denmark)
		<i>Inequalities/Iniquities</i>	<i>Gender pattern – vulnerability</i>	EUROPEAN INSTITUTE OF WOMEN'S HEALTH LIMITED - EIWH (Ireland)
		<i>Crisis participatory governance</i>	<i>Resilience at Individual and Community level, Hardiness</i>	THE INTERNATIONAL EMERGENCY MANAGEMENT SOCIETY AISBL - TIEMS (Belgium)
III: June 17	Risk Communication within PHEIC	<i>Toward a Mutual learning</i>	<i>Social media</i>	ZADIG SRL (Italy);
			<i>Scientists, experts and Stakeholders</i>	EUROPEAN INSTITUTE OF WOMEN'S HEALTH LIMITED - EIWH (Ireland); INSTITUTE OF PREVENTIVE MEDICINE ENVIRONMENTAL AND OCCUPATIONAL HEALTH - PROLEPSIS (Greece); INTERNATIONAL PREVENTION RESEARCH INSTITUT - IPRI (France); ISS (Italy); THE INTERNATIONAL EMERGENCY MANAGEMENT SOCIETY AISBL - TIEMS (Belgium);
			<i>Lay public</i>	DATA MINING INTERNATIONAL SA - DMI (Switzerland); ISS (Italy)



## 2. DELIVERING THE SECOND SCHOOL EDITION (2016)

### 2.1 ORGANISATIONAL ASPECTS

As per the costs indicated at paragraph 1.1.3, the final expenses related to the second ASSET summer school are reported at Table 4.

**Table 4. Cost breakdown, ASSET Summer School 2016**

TYPE OF COST	✓ n. 6 coffee breaks	536,00 EUR	ENTITY OF COST
	✓ n. 3 light lunches	1.072,00 EUR	
	✓ accomodation for 8 people	2.543,68 EUR	
	✓ travel expenses for 8 people	3.037,00 EUR	
TOTAL		7.188,68 EUR	

In the budget assigned to deliver this task, it is foreseen also 750.00 EUR to be spent for materials' acquisition (such as folders, pens, prints, etc.), but any sum was not used to this end because internal Centre resources were utilized.

### 2.2 SCIENTIFIC CONTENTS

As described above, following the first Summer School experience also the 2016 edition has been developed according to consequential steps of macro- and micro-planning shared among all the contributing Partners under the coordination by ISS as task leader.

#### 2.2.1 Methods and materials

Within the six ASSET strategic lines for action (Governance of pandemics; Unsolved scientific questions about epidemics and pandemics; Crisis participatory governance; Ethical, legal and societal implications of pandemics; Gender pattern – vulnerability; Issues related to intentionally caused outbreaks), Reference Partners were assigned to each specific issue according to their own peculiar competence and expertise.

All the responsible Partners of Learning Units were required to set up training sessions strongly based on evidence including both an interactive dialogue with students and a case study or an exercise to run in their own session.

This feature has specifically characterized the ASSET Summer School as a real opportunity to make several professionals learn mutually through a theory-based as well as a practice-driven approach.



Additionally, in the perspective to develop a “paperless” course as much as possible, at the end of the School the students have been provided with all references and materials used in the Learning Units.

### 2.2.2 A glimpse of the results per single day

To better describe the real performance developed, the single course day is reported below according to what is documented in the LU Forms with concern to objectives, focal points, methods, useful/relevant related material.

#### 2.2.2.1 Day I: June 15

**Introductory session; Germain Thinus – European Commission, Luxembourg:** the main lesson learnt after the influenza pandemic that occurred in 2009 above all from a policy perspective; the European Decision 1082/2013; establishment of the Health Security Committee.

**Unsolved scientific questions in epidemics/pandemics – Manfred Green, HU; Mitra Saadatian, LYONBIOPOLE; Alina Macacu, IPRI; Mircea Popa, UMFCD:** basing on the ASSET analysis carried out on main unsolved problems regarding epidemics and above all influenza pandemic, specific case studies were presented (polio eradication, Zika virus spreading, diffusion of bacillus anthracis).

#### 2.2.2.2 Day II: June 16

**Citizens’ participation in crisis governance – John S. Haukeland, Lise Bitsch; DBT:** objectives, methods and outcomes of public participation in the context of the policy-making process; specific description of the ASSET citizens’ consultations related to participatory governance of epidemics and pandemics.

**Gender and influenza pandemics/epidemics vaccinations – Vanessa Moore, Rebecca Moore; EIWH:** how sex and gender impact on vaccination as well as to what extent different populations behave in relation to vaccine uptake (pregnant women, elderly and chronic patients, hard to reach target groups).

**Community resilience – Kailash Gupta; TIEMS:** meaning of resilience; implications at individual and community levels, case study on water crisis due to arsenic in Bangladesh.

#### 2.2.2.3 Day III: June 17

**Risk communication on social networks – Michele Bellone, Debora Serra, Zadig:** content analysis developed by using an algorithm on the main social networks and media (Facebook, Twitter, LinkedIn, etc.); outstanding examples of mobilization and mutual learning on the web (pro-vaccine campaign, anti-terroristic attacks).

**Risk communication in pandemics and epidemics – Agoritsa Baka, Prolepsis:** individual and collective risk perception and all the dimensions (at emotional and rational levels) influencing communication when a public health emergency occurs; analysis of risk communication during Zika virus spreading.



**Health communication from an economic perspective – Ariel Beresniak, DMI:** applying methodological concepts such as efficacy, effectiveness and efficiency from health economics to risk communication analysis.

## 2.3 DISCUSSION

Both the scientific background and the learning methods applied in the second ASSET Summer School denote all crucial project elements:

- ✓ the ‘reason why’ of this EU research program (need to re-establish trust between research/policy making and citizens),
- ✓ the strategy (improving efficiency and efficacy of communication between these two “worlds”, according to the scenario of the Science in Society and, to do that, the European approach of the Responsible Research and Innovation, RRI)
- ✓ the outcome (getting the citizens not only beneficiaries of an improved communication, but also promoters within the policy cycle of a new deal in preparedness and response against epidemics and pandemics).

As it has already been reported in the previous Deliverable (D7.9), considering all the features indicated above, T7.6 takes on even more challenging hints because it is a training to adults, in particular addressed to widely ranged professionals involved on the field.

Then, a huge attention has been paid to the methodological aspect and the planning phase in order to make all teachers and facilitators converge on a homogenous learning approach to be developed.

Furthermore, the intended peculiar pluri-disciplinarity to face epidemics and pandemics enlarges potential target of interest but it can represent a challenge to find specific addresses as well.

As main result, great satisfaction was achieved in working with the second cohort (2016) because the best practices from the previous experience were repeated and, furthermore, critical points were well addressed and solved.





### 3. EVALUATING THE SECOND SCHOOL EDITION (2016)

#### 3.1 FEEDBACK FROM THE SECOND ASSET SUMMER SCHOOL COHORT

As per the considerations concerning contents and learning methods, having put in practice lessons learnt from the first ASSET summer course (2015) proved to be effective also in terms of advancements through the long course arrangement process of the second school edition (2016).

Higher values of appreciation were referred by students from the second ASSET Summer School cohort because the learning formula appeared well-tested.

Looking in fact at the Feedback Questionnaire (FQ)\* to participants, the overall score is 4.10, that is lower than the resulting for the first school edition (4.34), but the decrease is due to the low values given by only one participant; excluding that, the score is 4.41, moreover the second cohort was formed by 17 students.

##### 3.1.1 Satisfaction of participants on course organisation

Within the evaluation questionnaires filled in by 10 participants of 17, about items concerning the organisation we retrieved that 3 students agreed, six strongly agreed and only 1 strongly disagreed with the statement saying that “the number of teachers/facilitators was appropriate”. Moreover, generally speaking, six pupils strongly agreed, three agreed and only 1 disagreed that “the course was well-organised”.

##### 3.1.2 Satisfaction of participants on scientific program

Taking rates on scientific issues out of the evaluation questionnaires filled in by participants, it emerges that the course was appreciated in terms of knowledge increased, learning methods developed and materials delivered, and time allocation for each component.

On the other hand, although high values were assigned as well, to improve further events two participants suggested to give more time for working groups and to change the format of the opening lecture. Aspects considered positive were working in smaller groups, interaction with the others attendees and experts, the general organisation and the quality and availability of the facilitators.

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\* It's a semi-structured questionnaire whose close questions use a numerical scale that goes from 1 to 5, with 1 that expresses a strongly disagree and 5 a strongly agree.





## PART II: THE THIRD SCHOOL EDITION (2017)

As reported for the second school edition, also in 2017 a discussion thread “**7.6 Summer School on SiS related issues in Pandemic**” was started on the internal CoP platform to address a constructive dialogue inside the ASSET Consortium.

Even if it was the last ASSET Summer School, its design was anyway quite long and articulated, and an update has been given at the Consortium meeting held in Brussels on April 2016, 27<sup>th</sup><sup>3</sup>.

## 4. DESIGNING THE THIRD SCHOOL EDITION (2017)

### 4.1 ORGANISATIONAL ASPECTS

The ASSET team at ISS that has been involved in the arrangement of the Summer School was made of people as per names and roles listed at the Table 5.

**Table 5. ISS (T7.6 leader) Human Resources dedicated to deliver the ASSET Summer School 2017**

Name/Surname	Role for ASSET School	Partner	Country
Valentina Possenti	Task leader - Scientific Secretariat	ISS	Italy
Barbara De Mei	Task leader - School Director	ISS	Italy
Paola Scardetta	Task leader – Facilitator	ISS	Italy
Sabrina Sipone	Task leader - Technical Secretariat and Facilitator	ISS	Italy
Arianna Dittami	Task leader - Technical Secretariat	ISS	Italy
Valerio Occhiodoro	Task leader - Administrative Secretariat	ISS	Italy
Lorenzo Fantozzi	Task leader - Graphic Service	ISS	Italy

#### 4.1.1 “Save the date” activities

The School logo is the same than the one used since the first edition. The “[Save the date](#)” page was published on the ASSET website complete of all basic information on the course and the registration form to apply. The graphic representation on the web is reported at Figure 2.


<sup>3</sup> Slides presented on this issue are reported at Annex II

**Figure 2. The ASSET Summer School 2017 webpage**

**Summer School on Science in Society related issues in Pandemics – Third edition**

Tuesday, May 30, 2017 - 09:00 to Thursday, June 1, 2017 - 17:00

📍 National Centre for Diseases Prevention and Health Promotion (CNaPPS)  
24 Via Gleng delle Belle  
Rome IT



**TYPE**  
GENERAL EVENT

**TARGET**  
GOVERNMENT AND PUBLIC HEALTH  
HEALTHCARE PROFESSIONALS

**TOPIC**  
GENDER  
HUMAN RIGHTS  
MEDIA  
POLICY  
SOCIAL MEDIA  
STAKEHOLDERS

**TAGS**  
SUMMER SCHOOL

The third edition of the ASSET Summer School will be held at the National Centre for Diseases Prevention and Health Promotion (CNaPPS) of the Istituto Superiore di Sanità (ISS) in Rome from May 30 to June 1, 2017. Pandemics (or more in general public health emergencies of international concern, PHEIC) as well as other major infectious disease outbreaks management do necessarily require a multidisciplinary approach. The ASSET Summer School focuses on

- Governance of pandemics;
- Unsolved scientific questions about epidemics and pandemics;
- Crisis participatory governance;
- Ethical, legal and societal implications of pandemics;
- Gender pattern - vulnerability;
- (Issues related to) intentionally caused outbreaks.

**SUCCESSFUL ITEM IN THE LAST YEAR EDITION**

- As done in the 2016 Summer School edition, also at the 2017 course attendants are given again the opportunity to present and share a their own project, research, activity, experience developed in the field of interest!

**WHAT DOES IT AIM TO?**

- establishing an interactive learning space for researchers and practitioners in the field of Science in Society (SiS) related issues in Pandemics;
- sharing and exchanging issues related to conducting and communicating research in SiS according to a transdisciplinary perspective, ranging from public health to social science and communication;
- addressing and critically discussing current discourses on research methodologies and findings as well as on practice-based cases.

**HOW IS THE COURSE DEVELOPED?**

- The learning approach used in the ASSET Summer School is typically interactive and participatory by lessons given by top experts or witnesses in the field; exchange of study- or practice-based experience; mainly case studies are used.

**WHO SHOULD ATTEND?**

- Professionals with a background education and a working experience in several fields: medicine, public health, philosophy, social science, communication, health care, health economics, administration (max 20). Fields of education and working experience can be different.
- Additionally, PhD students undertaking courses of study in these areas are allowed to apply, too.

**TUITION FEE**

- No registration fee is required
- Attendees will receive: learning materials, lunches and refreshments during the schooldays
- Some travel and accommodation grants are available for best students, to be selected per CV and motivation letter filled in the registration form.

**HOW TO APPLY**

- Application deadline is **31 March 2017**. The application form is now available.
- Phd. students who wish to participate should also use the above mentioned application form.
- Applicants will be informed about the result of their application within 2-3 weeks of submission of the on-line form.
- **IMPORTANT NOTICE:** please, do not make any travel arrangements before attendance is confirmed

**CONTACT**

For further information on application and registration procedures you can contact:

Sabrina Sipone [sabrina.sipone@iss.it](mailto:sabrina.sipone@iss.it)  
Paola Scardella [paola.scardella@iss.it](mailto:paola.scardella@iss.it)  
Valentina Possenti [valentina.possenti@iss.it](mailto:valentina.possenti@iss.it)

**COURSE LEADERS**

- ISTITUTO SUPERIORE DI SANITÀ - ISS (ITALY);
- ZADIG SRL ZADIG (ITALY);
- INSTITUTE OF PREVENTIVE MEDICINE ENVIRONMENTAL AND OCCUPATIONAL HEALTH - PROLEPSIS (GREECE);
- ASSOCIATION LYON BIOPOL LYONBIOPOL (FRANCE);
- EUROPEAN INSTITUTE OF WOMEN'S HEALTH LIMITED - EIWH (IRELAND);
- UNIVERSITY OF HAIFA - HU (ISRAEL);
- DATA MINING INTERNATIONAL SA - DMI (SWITZERLAND);
- FONDEN TEKNOLOGIRÅDET - DBT (DENMARK);
- NATIONAL CENTER OF INFECTIOUS AND PARASITIC DISEASES - NCIPD (BULGARIA);
- UNIVERSITATEA DE MEDICINA SI FARMACIE CAROL DAVILA DIN BUCURESTI - UMFCB (ROMANIA);
- INTERNATIONAL PREVENTION RESEARCH INSTITUTE - IPRI (FRANCE);
- FORSKVARETS FORSKNINGINSTITUTT - FRI (NORWAY);

The dissemination phase was repeated as delivered in the past: ISS asked all Consortium Members to promote the ASSET Summer School as much as possible in their own country to ensure a great visibility and a good return in terms of candidates.

The ASSET Partners informed the task leader about actions for disseminating the learning all over Europe by websites, social networks, institutional newsletters and other initiatives.

### 4.1.2 Secretariat actions

The effective experience in selecting school participants was ended by the first half of May with a total of 17 effective participants, the same number than the year before that is very good from a learning point of view and meets the basic criteria indicated in the task rationale retrievable in the project DoW at page 31 of 48.

At the Table 6 the people forming the third ASSET Summer School Cohort are listed.

**Table 6. The ASSET Summer School 2017 Cohort**

NAME AND SURNAME	COUNTRY, CITY
1. Wafa el Ghiouane	Denmark, Aalborg
2. Cyril Pervilhac	Switzerland, Geneva
3. Linda Birri	Israel, Haifa
4. Maisa Athamneh	Israel, Haifa
5. Miruna Dragomir	France, Lyon
6. Anelia Zasheva	Bulgaria, Sofia
7. Magdalina Gavana	Greece, Thermaikos
8. Efsthathios Giannakopoulos	Greece, Thermaikos
9. Pinelopi Drymoni	Greece, Piraeus
10. Mădălina Preda	Romania, Bucharest
11. Silvana Adelina Gheorghe	Romania, Bucharest
12. Alessandra Craus	Italy, Rome
13. Elisa Pieri	UK, Manchester
14. Maddalena Campioni	Switzerland, Geneva
15. Sabine Ablefoni	Germany/Nigeria, Abuja
16. Sarah Menghesha	Germany/Nigeria, Abuja
17. Elena Raevschi	Moldova, Chişinău

### 4.1.3 Administrative arrangement

As it has been indicated in the Part I of the present report, the overall budget for arranging three editions of the ASSET Summer School is 30,000 EUR.

The 2017 school edition was the last course and it was possible to spend funds still available. Costs to be paid by the task leader were associated to: 3 morning coffee breaks, 3 light lunches, travel grants to 9 students.

Concerning this last point, both to spend dedicated funds still available and to improve even more the number of school participants overall and per coming country, travel grants were provided as much as possible per the budget assigned to the task.

## 4.2 SCIENTIFIC CONTENTS

The first Summer School revealed to be scientifically grounded, the second edition gave the opportunity to better test solidity of the LUs developed but in 2017 contents and methods were even empowered as per the theory on one hand and on the practice aspects on the other.

The learning sessions were pretty fine-tuned with the contribution coming from all the Partners who were particularly called to actions of microplanning. As indicated in the introductory paragraph, sessions where students are presenters are included in the scientific program as well.



### 4.2.1 Macroplanning phase

About the school macroplanning, it is valid what is described at paragraph 1.2.1, Part I of the current Deliverable.

### 4.2.2 Microplanning phase

Again also in the 2017 edition, each LU foreseen in the program was assigned to identified Reference Partner(s) with the responsibility of leading and/or contributing.

The 7 LUs identified ensured a very good coverage of the 6 SiS thematic action lines to address in the context of PHEIC.

The general issues incorporated in the 3 daily sessions were as follow:

- ✓ I: (WHAT) Focus on scientific questions
- ✓ II: (WHO) Engagement with target groups involved
- ✓ III: (HOW) Inflection of risk assessment and communication in different contexts

The 7 LUs are synthetically reported at Table 7 as well as associated LU Forms completed by the Reference Partners are available in Annex III.

**Table 7. List of Learning Units delivered at the ASSET Summer School 2017, May 30 - June 01**

Day	Session Title	Topic area	Dimension/ Perspective(s)	Main Reference ASSET Partners
<b>I: May 30</b>	<b>Focusing on SiS related issues</b>	<i>Open Problems and trust building processes in public health emergencies such as Epidemics and Pandemics</i>	Vaccine hesitancy	INTERNATIONAL PREVENTION RESEARCH INSTITUT - IPRI (France) ASSOCIATION LYONBIOPOLE LYONBIOPOLE (France)
			Mandatory vaccination: Ethical implications	UNIVERSITY OF HAIFA - HU (Israel)
<b>II: May 31</b>	<b>Engaging with target groups</b>	<i>Public participation</i>	Bridging Institutions and citizens	FONDEN TEKNOLOGIRÅDET - DBT (Denmark)
		<i>Tackling health inequalities</i>	Gender pattern and vulnerability	EUROPEAN INSTITUTE OF WOMEN'S HEALTH LIMITED - EIWH (Ireland)
		<i>Crisis participatory governance</i>	Resilience at community level	ISS (Italy)
<b>III: June 1</b>	<b>Working on Risk Assessment and Communication</b>	<i>Mobilization and Mutual Learning</i>	Effective risk management and communication	DATA MINING INTERNATIONAL SA - DMI (Switzerland) INSTITUTE OF PREVENTIVE MEDICINE ENVIRONMENTAL AND OCCUPATIONAL HEALTH - PROLEPSIS (Greece)
			Social media	ZADIG SRL (Italy)



## 5. DELIVERING THE THIRD SCHOOL EDITION (2017)

### 5.1 ORGANISATIONAL ASPECTS

The expenses that have effectively been paid to arrange the third ASSET Summer School are detailed at Table 8 that follows.

**Table 8. Cost breakdown, ASSET Summer School 2017**

TYPE OF COST	✓ n. 3 coffee breaks	375,00 EUR	ENTITY OF COST
	✓ n. 3 light lunches	1.200,00 EUR	
	✓ accomodation for 9 people	2.983,50 EUR	
	✓ travel expenses for 9 people	€ 4.343,39 EUR	
TOTAL		8.901,89 EUR	

### 5.2 SCIENTIFIC CONTENTS

As highlighted at paragraph 4.2, in 2017 contents and methods were even empowered as per the aspects implying the theoretical elements (scientific evidence) as well as the practical parts (case-study and exercise).

The 7 learning sessions were pretty fine-tuned with the contribution coming from all the Partners who were particularly called to actions of microplanning, represented by the LU Forms development.

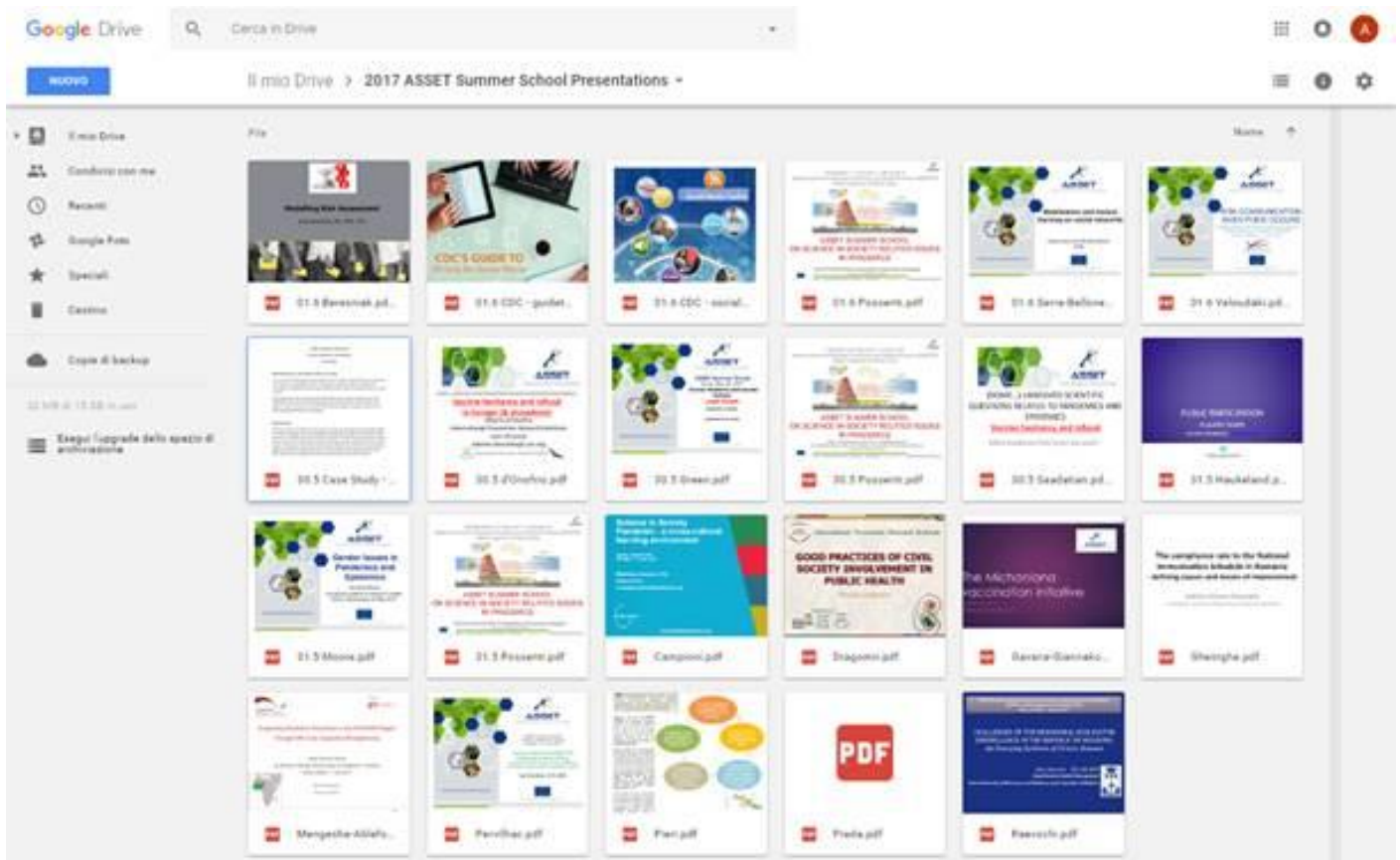
#### 5.2.1 Methods and materials

The 6 main SiS lines were empowered from a scientific evidence point of view basing on results achieved since ASSET started, in 2014.

The assigned Reference Partners to each specific issue set up learning sessions including both the theoretical part and a case study or an exercise.

School participants were given all the learning materials used during the three-day course by being provided access to a virtual storing cloud.

The presentations given by students were made available on the same virtual cloud as well (Figure 3).

**Figure 3. The ASSET Summer School 2017 learning materials**

### 5.2.2 A glimpse of the results per single day

Beside the LU Form where objectives, focal points and useful/relevant related material are retrievable, a brief description of the real performance is here reported per single course day.

#### 5.2.2.1 Day I: May 30

**Unsolved scientific questions in epidemics/pandemics – Manfred Green, HU; Mitra Saadatian, LYONBIOPOLE; Alberto d’Onofrio, IPRI:** open problems and trust building processes in public health emergencies such as epidemics and pandemics ranging from mandatory vaccination and associated implications on ethics till intellectual property, conflict of interests and copyright in scientific publications.

#### 5.2.2.2 Day II: May 31

**Citizens’ participation in crisis governance – John S. Haukeland; DBT:** public participation framed in the context of the policy-making process (objectives, methods and outcomes); ASSET experiences of consulting citizens on participatory governance issues related to epidemics and pandemics.

**Gender and influenza pandemics/epidemics vaccinations – Vanessa Moore; EIUH:** how sex and gender impact on vaccination as well as to what extent different populations behave in relation to vaccine uptake (pregnant women, elderly and chronic patients, hard to reach target groups).





**Community resilience – Luca Rosi, Lorenza Scotti, Giuseppina Mandarino and Sabina Giorgi; ISS:** focus on community resilience delivering presentation on concepts, practices and examples, case study on botulism.

### 5.2.2.3 Day III: June 1

**Risk assessment – Ariel Beresniak, DMI:** health economics methodological concepts such as efficacy, effectiveness and efficiency and examples of cost-effectiveness measurement.

**Risk communication in pandemics and epidemics – Afroditi Veloudaki, Prolepsis:** theoretical and practical aspects implied by communication when a public health emergency occurs; analysis of risk communication methods, tools and practices during Zika virus spreading.

**Risk communication on social networks – Michele Bellone, Debora Serra, Zadig:** content analysis developed by using an algorithm on the main social networks and media (Facebook, Twitter, LinkedIn, etc.); outstanding examples of mobilization and mutual learning on the web (pro-vaccine campaign, anti-terroristic attacks).

## 5.3 DISCUSSION

Given the experience from the first (2015) and the second (2016) edition, it can be stated that the third ASSET Summer School was really effective and efficient.

All the issues related to delivering this learning event have been addressed in the best way: strong scientific background; multidisciplinary panel of competences and expertise; highly interactive dialogue; all people participating as per different roles (teachers, facilitators and students) working as a whole; increased levels of commitment and involvement; effective exercises in terms of relevance in public health as well on SiS related issues in PHEIC.

## 6. EVALUATING THE THIRD SCHOOL EDITION (2017)

Once the third school ended, ISS published the article that follows on the ASSET website:

*As reported in the ASSET Strategic plan, the three Summer Schools on Science in Society related issues in Pandemics (2015, 2016, 2017) pose the main challenge of the collaborative project overall that is dealing with the intersectoral approach required by the management of PHEIC, like epidemics and pandemics.*

*Therefore, by establishing an interactive learning setting for researchers and practitioners in the field of SiS related issues in Pandemics, the ASSET Summer School focused on: governance of pandemics; unsolved scientific questions about epidemics and pandemics; crisis participatory governance; ethical, legal and societal implications of pandemics; gender pattern – vulnerability; and (issues related to) intentionally caused outbreaks.*



From May 30 to June 1, 2017, the *Third ASSET Summer School on Science in Society related issues in Pandemics* was held at the National Centre for Disease Prevention and Health Promotion of the Italian Institute of Public Health in Rome. It is a (matter of) fact.

*In those three days, both the deductive and the inductive methods were applied to discuss on PHEIC management, according to a multidisciplinary perspective. A sequence of several case studies was analysed and contents ranged from public health to social science and communication. Thematic focuses were: vaccination and current vaccine hesitancy; an intentionally caused outbreak of botulism; Zika virus and gender related issues; risk assessment applied to Yellow Fever and the impact of risk communication on Ebola Virus Disease spreading in Western Africa; lay public involvement in case of major outbreak occurrence and study of people reaction on social media against recent terroristic attacks. Indeed, it is a news.*

*The third ASSET course was comparable to a varied stage of actors holding different professional roles and backgrounds: general practitioners, public health officers, researchers, medical students and PhD candidates, biostatisticians, journalists, sociologists. They represented public research institutes as well as private companies. And this is really a (good) news.*

*Thirty people gathered in Rome in these days, coming from Lyon (France), Haifa (Israel), Copenhagen (Denmark), Dublin (Ireland), Athens (Greece), Geneva (Switzerland), Bucharest (Romania), Sofia (Bulgaria), Manchester (UK), Abuja (Nigeria), Chişinău (Moldova), Milan and Rome (Italy). Then, the cross-cultural environment recalled by the pay-off associated to the ASSET Summer School was actually well represented. It is a (great) news.*

*An interactive approach was fully developed at the 2017 ASSET Summer School: people worked in groups all over the learning units and attendants also presented their own projects, activities or experience developed concerning SiS related issues in the management of major infectious disease outbreaks. In this way, it was possible to enjoy a beneficial sharing of expertise and a fruitful exchange fostering Mutual Learning among differently grounded professionals. In the end, another news.*

*It is right to state that the third ASSET Summer School was a fact, but also brought a lot of news.*

## 6.1 FEEDBACK FROM THE THIRD ASSET SUMMER SCHOOL COHORT

What is briefly reported at paragraph 5.3 is proved by the positive feedback given by participants on the third ASSET summer course (2017) attended.

In the evaluation forms filled in, high scores (5 and 4) have been assigned.

### 6.1.1 Satisfaction of participants on course organisation

Within the evaluation questionnaires filled in by participants, items concerning the organisation have been very highly appreciated and all the participating students agreed with saying that “the number of





teachers/facilitators was appropriate”, and more generally speaking they all strongly agreed that “the course was well-organised”.

### 6.1.2 Satisfaction of participants on scientific program

Taking rates on scientific issues out of the evaluation questionnaires filled in by participants, it also emerges that the course was pretty appreciated concerning: definition of objectives, knowledge increased, learning methods developed, materials delivered, time allocation for each component and usability of issue learnt in daily professional practice.

Additional notes and inputs were also given, as follow: group work (9), case studies (8), interaction with teachers and participants (3), variety of inputs (2), how presentations were structured - theory and recaps (1), focus on scientific and current issues (1), students as presenters (1).

### 6.1.3 Satisfaction of participants on scientific program

Taking rates on scientific issues out of the evaluation questionnaires filled in by participants, it also emerges that the course was pretty appreciated concerning: definition of objectives, knowledge increased, learning methods developed, materials delivered, time allocation for each component and usability of issue learnt in daily professional practice.

Additional notes and inputs were also given, as follow: group work (9), case studies (8), interaction with teachers and participants (3), variety of inputs (2), how presentations were structured - theory and recaps (1), focus on scientific and current issues (1), students as presenters (1).

### 6.1.4 Spare comments received by participants

ISS received lots of positive emails which seem relevant to report here as follows.

**Da: Cyril Pervilhac [Cyril.Pervilhac@unige.ch]**

Inviato: martedì 30 maggio 2017 18:20

A: Possenti Valentina

Oggetto: feedback: great course

Greetings Valentina,

We did not have a chance to answer your last question but it's a great course in terms of contents, flow, participants' involvement, all staff support.

Sorry you can't join but enjoy the family and bambini!

Good rest and till tomorrow,

Cyril

**Da: Cyril Pervilhac [Cyril.Pervilhac@unige.ch]**

Inviato: venerdì 2 giugno 2017 10:28

A: Possenti Valentina

Oggetto: taking stock of ASSET in a MOOC?



Dear Valentina,

Congrats for pulling this great course together and hope your staff and you can recuperate after all this intensive work. Good trip back to Gnova yesterday and the weather is just like in Roma here!

Looking back at the course and the Learning Units, what we have heard, learnt and stimulating exchanges with the students, I regret that so few people can benefit from the valuable experiences ASSET has to share. Consequently, I was thinking that creating a MOOC on the subject of vaccination would be very useful to take stock of and spread the lessons learnt in Europe more broadly, including in LMICs.

Maybe something to think about to feed or discuss in your future meeting next Oct or Nov. or before? Up to you, as I understand from Ariel ASSET is complex with already plenty of deliverables to work on in the next few months to close its cycle.

Your Summer course has already the foundations/ sequences/ contents necessary, then it would be a matter of pulling it together in terms of finances (60 to 100K, e.g. BIOMERIEUX Foundation in Lyon that Mitra knows) with a triangle of collaboration between your ISS as lead, the partners in Lyon, and Univ. Geneva with the contacts with WHO, GAVI (international) and know-how for the development of MOOCs. Please find below as an example the current MOOC on Human-Animal-Ecosystem interface UNIGE is running with partners.

At any rate, thanks again for the invitation and welcoming in Roma with your team and stimulating 3 days of intensive learning and experiences shared at the III ASSET Summer School with an excellent ambiance.

Best regards,  
Cyril

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**Da: Adelina Silvana Gheorghe [adelina.silvana.gheorghe@gmail.com]**

Inviato: venerdì 2 giugno 2017 12:21

A: Possenti Valentina

Cc: Madalina Preda; Mircea Popa

Oggetto: another version of the presentation & question about feedback

Dear Valentina,

I modified a graphic from my presentation and I attached another version. I do not know if you will also send the presentations that students held, but I think it would be a good idea.

Sorry that Mădălina and I left on such a hurry, we had to be at 16.00 at the hotel, in order to get to the airport at time for our flight.

Where should we send our feedback? We should post it on the forum?

Thank you very much. It was an interesting experience that we enjoyed very much.

Best regards,  
Adelina Silvana

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**Da: Aneliya Zasheva [aneliazasheva@yahoo.com]**

Inviato: lunedì 5 giugno 2017 17:25

A: Possenti Valentina

Oggetto: Regards from Sofia



Salve, Valentina! Come stai? I just passed my anatomy exam and I wanted to give my thanks to you again, because at the last day of the Summer school I didn't have the chance to do it properly. So, thank you for those 3 days and for the opportunity. I was really happy to receive a grant and to have the chance to attend the Summer School. Although most of the topics were a little bit new for me, I really enjoyed every session and now I know that I came back in Sofia with more knowledge and with better understanding of the complex matter of public health and medicine itself.

I want to thank you for the wonderful communication before coming to Rome and for the amazing organization of the school. Really, I am more than happy to have been part of the Summer school!

Thank you again and I hope we will keep in touch in the future!

I also hope that your kids are better now.

Best regards,

Aneliya Zasheva

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**Da: Elisa Pieri [Elisa.Pieri@manchester.ac.uk]**

Inviato: giovedì 8 giugno 2017 13:19

A: Possenti Valentina

Oggetto: RE: PPT alla Summer School ASSET

Ciao Valentina,

Scusa il ritardo, ma non mi sono dimenticata della ppp. E' solo che sono ancora a Bologna, ma rientro sta sera e ti spedisco la ppp per prima cosa domani.

Grazie mille ancora di tutto, la SS e' stata interessantissima e utilissima.

A domani,

Elisa

Dr Elisa Pieri

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**Da: Elisa Pieri [mailto:Elisa.Pieri@manchester.ac.uk]**

Inviato: giovedì 15 giugno 2017 12:31

A: Possenti Valentina

Oggetto: RE: The 2017 ASSET Summer School (Rome; 30/5-01/6) Package and greetings from Rome

Dear Valentina,

Thank you for this - that's much appreciated. The Asset School was really excellent and it was a pleasure to meet you all.

I am looking forward to hearing about the Asset final event date in due course and, hopefully, to seeing you again then!

Best wishes, Elisa

Dr Elisa Pieri

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**Da: Maddalena Campioni [mailto:M.Campioni@TheGlobalFuture.org]**

Inviato: giovedì 15 giugno 2017 12:50

A: Possenti Valentina

Oggetto: Re: The 2017 ASSET Summer School (Rome; 30/5-01/6) Package and greetings from Rome

Grazie Valentina,

I had a great time and this email brings back nice memories. And also is also a call to be more active in our respective domain as the world needs us ;-)

thank you for all

and have a great day

Maddalena Campioni



**Da: Alessandra Craus [mailto:craus@zadig.it]**

Inviato: giovedì 15 giugno 2017 15:38

A: Possenti Valentina

Oggetto: R: The 2017 ASSET Summer School (Rome; 30/5-01/6) Package and greetings from Rome

Dear Valentina,

Thank you for the Summer School Package. For me the Asset School was a very good experience! It was really nice to meet you all.

I hope to see you soon!

Best wishes and have a nice day,

Alessandra Craus

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**Da: Mada [mailto:madalina.pr@gmail.com]**

Inviato: giovedì 15 giugno 2017 23:51

A: Possenti Valentina

Cc: DomnulProfesor

Oggetto: Re: The 2017 ASSET Summer School (Rome; 30/5-01/6) Package and greetings from Rome

Dear Valentina,

Thank you very much for the opportunity of participating in the ASSET summer school, it was, truly, very interesting and instructive.

I have downloaded the materials and read the article.

Thank you.

Best wishes,

Madalina Preda

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**Da: Ablefoni, Sabine GIZ NG [mailto:sabine.ablefoni@giz.de]**

Inviato: venerdì 16 giugno 2017 09:35

A: Possenti Valentina

Oggetto: AW: The 2017 ASSET Summer School (Rome; 30/5-01/6) Package and greetings from Rome

Dear Valentina,

thank you very much for sharing the documentation with us. The Summer school was really a great experience for us. We spent a nice time with you and the participants and enjoyed also to be in Rom.

Let's keep in touch. We or other team members will come back to participate in next summer schools.

Best wishes and thanks for the interesting summer school.

Kind regards,

Sabine

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**Da: Magda Gavana [mailto:magda.gavana@gmail.com]**

Inviato: martedì 20 giugno 2017 20:15

A: Possenti Valentina

Oggetto: Re: The 2017 ASSET Summer School (Rome; 30/5-01/6) Package and greetings from Rome

Dear Valentina,

thank you for your consideration. Indeed the School was valuable and gave us many new ideas to employ in our research.

So untill we meet again in yet another project, have a nice summer

Best wishes

Magda



## FOLLOW-UP, GENERAL CONCLUSIONS AND FINAL CONSIDERATIONS

In order to implement the suggestions given by the ASSET external evaluators from CRossXCulture in the II Ex-Post Evaluation Report (D8.5) where, at page 40, it is stated that: *"other indicators need to be included, providing a more qualitative assessment of the activities, like the ones below: [...] The expected benefits that the summer schools can have for the implementation of ASSET (e.g., in terms of feedback received) and for reaching selected target groups (task 7.6)"*, at the beginning of August 2017 all the three ASSET Summer School Cohorts (2015: 7 students; 2016: 17 candidates; 2017: 17 participants) were asked to answer a survey ad hoc to evaluate the course edition attended.

They were asked if and to what extent the participation in the ASSET Summer School impacted on their own: 1) level of knowledge; 2) skills; 3) attitudes; 4) daily professional practice. A copy of the follow-up questionnaire delivered to the three ASSET Summer School Cohorts is available at Annex IV.

In this way, ISS got additional information describing the qualitative feedback on the ASSET Summer School according to an evaluation perspective ranging from short term (3 months; 2017 Cohort) to medium (1 year; 2016 Cohort) and long term (2 years; 2015 Cohort).

Nine out of 41 ASSET Summer School students filled in the follow-up questionnaire.

The detail per participation cohort is reported at Table 9.

**Table 9. Response rate - Follow-up questionnaire for the ASSET Summer School Cohorts (2015-6-7)**

ASSET Summer School Cohort	N Follow-up questionnaires	Response rate per participation cohort
<b>2015</b>	1	14%
<b>2016</b>	1	6%
<b>2017</b>	7	41%
<b>TOTAL</b>	<b>9</b>	<b>-</b>

Looking at the numbers entered in the table above, it appears evident that the last cohort, 2017, was much responding both in absolute and relative terms (7 respondents out of 17 students; 41%) vs 14% for the 2015 Cohort (1 out of 7) and 6% from the second Summer School, 2016 (1 out of 17).

It is even more interesting what is retrievable in the answers provided: high values given by respondents from the 2017 cohort, quite high score by the only respondent from the first Summer School but quite low evaluation by the only respondent from the second summer course.



All the 7 respondents from the 2017 cohort and the only respondent from the first Summer School filled in also the fields made available for open comments and answers. These inputs are here reported:

- ✓ *Teachers from a variety of background created a very insightful atmosphere.*
- ✓ *Develop the school further, with interactive teaching across regions and topics as well as across institutions.*
- ✓ *Thank you very much for the very nice time a very insightful teaching and for creating such a nice group.*
- ✓ *The issues discussed in the 3rd Asset Summer School edition, like vaccine hesitancy, communication in pandemics and PHEIC, gender and ethics issues and also the social media strategy used by the health institutions, are essential topics for stakeholders. Who cares about science communication have to know these issues in depth and to be able to explain them to the citizens in a correct and clear way.*
- ✓ *I increased my attitudes towards ethical aspects and gender issues when population is interested by a PHEIC occurring.*
- ✓ *For example I learned different methods to improve citizen participation in pandemics and PHEIC.*
- ✓ *Now I know new interesting networks and above all I have new and stimulating contacts with whom to share projects and points of view.*
- ✓ *Particular relevance with examples and challenges offered from countries, governance aspects, attempt to guide on modern communication methods (e.g., Tweets) but would need more time.*
- ✓ *Appreciated working with experts in the field of PHEIC and the excellent emphasis and contributions from Citizens' participation, governance.*
- ✓ *I now have a much better understanding of gender issues and how they may affect pandemic preparedness (please see my feedback to the 2017 Summer School for fuller details of all the key benefits I drew from attending – there were many!)*
- ✓ *I found most useful the fact that there were both lectures/formal presentations and exercises. I particularly enjoyed simulating in group what steps to take to investigate and manage a bioterrorist attack on farmed animals across EU borders.*
- ✓ *I already believed it vital to consider social/ethical issues alongside epidemiological ones in pandemic preparedness and response, but the school was very useful to crystalize some key reasons why this is the case.*
- ✓ *It has been most fruitful to have come into contact with the ASSET team and wider network. Also, as one of the few sociologists attending (possibly the only one in 2017), I valued the interdisciplinary contact with a variety of health practitioners and NGO workers who taught the sessions and who attended as participants.*
- ✓ *I had first come into contact with ASSET via its web presence. I think its web presence, its archive of reports, news digests and opinion pieces are excellent and most useful to anyone working in the field of pandemics and high consequence infectious disease.*
- ✓ *Participating in this Summer School was a great opportunity for me in order to increase my knowledge about different SiS issues, for example about the importance of vaccine hesitancy, the difference between gender and sex, or how to approach different subgroups, and many others.*





- ✓ *The activities during the Summer School helped me increase my skills regarding for example how to act in case of an outbreak or how to work with people that have different backgrounds.*
- ✓ *Some of the presentations and group works helped me see other aspects in an epidemic, for example in the case of the botulism outbreak that we discussed I could see the importance of the opinion and beliefs of the community and how this could influence their action or their ability to follow advices.*
- ✓ *One of the best things about this summer school is the diversity of the participants, having different backgrounds. I consider that this aspect helped us during our group works to see the themes from different perspectives.*
- ✓ *The Summer School was very impressive and I think it helped me a lot. The only think I might suggest that I would probably preferred it to be different was the way that the group works were composed. I mean that in my opinion it would have been better to change its components from a work group to another in order to have the opportunity to work with others.*
- ✓ *It's a great idea to make people more familiar with today's digital communication tools.*
- ✓ *Communication aspect of the problem was really very well identified!*
- ✓ *Even my professional practice is linked much more to the non-communicable diseases; I've learned a lot of things from management of communicable diseases that can be applicable.*
- ✓ *I have found more details about the monitoring and evaluation of communicable diseases prevention and control.*
- ✓ *THANK YOU very much for that wonderful Summer School, you have made a great job!*
- ✓ *Unfortunately, in 2016, in my country a measles outbreak occurred and it didn't stopped yet, being a threat to Europe! Maybe if I would have more information about what to do in such moments I would tell to my colleagues and we all would do more at our level of intervention, to limit the spread of disease.*
- ✓ *So, I wish we would build a network for health care providers and keep in touch, to be able to discuss any time any problems, to share our experiences as a Follow-up of attending ASSET*
- ✓ *I like very much lecturers from ZADIG and their presentations. Since last year I'm present on FaceBook and part of a group "About vaccines and vaccination – explanations and support for parents" responding questions of concerned parents and helping them to decide Pro-vaccination.  
<https://www.facebook.com/groups/vaccinuri/>*
- ✓ *I learned to think in a different way to people who refuses medical advices, or do not address a doctor, and be more patience with difficult peoples.*
- ✓ *Even if that is the trend, but more because attending ASSET I know how important is to be on social network and provide correct information about how people keep health and be responsible for their own health.*
- ✓ *What impressed me much was the presence of EIUH, very useful for me their presentation about vaccines in pregnancy as the same year at WONCA I held a work shop with this topic; there were mails between me and Vanessa More and I was happy about this connection.*
- ✓ *My level of knowledge was increased, but without be clear how to prepare for an outbreak, or what to do if one begins*
- ✓ *Of course, it was very helpful to hear about some numerous infection disease events and what were the steps to limit the damage.*



- ✓ *The high contest and the persons of ASSET Summer School was very qualificated and disposed in to debate and my knowledge was improved and increased, my trust better.*
- ✓ *We didn't make use in Institute tweet or tweeter, but I remember the ready and high response on tweeter in messages of vaccinations!*
- ✓ *My medical attitude in people sensitivisation naturally increased in "scientific occurrence"*
- ✓ *I make use better and better of WHO Bulletins and Euromomo and (usually) Istisan and other ISS-CNESPS publications in my Introduction considerations and comments of evaluation in any my reports, and in Forum whit Regional Public Health Districts managers (fondazionessp.it).*
- ✓ *The international high scientific and technical context, very open to participants, and likely hospitality in the CNESPS; I wish a possibility to share mail job in the future.*





## ANNEX I – Learning Units' Forms filled in for the II Summer School (2016)

### LEARNING UNIT 1

The grid contains 25 numbered slides (1-25) from Learning Unit 1. The slides cover various topics including the 2009 Flu Pandemic, Policy context, Health Security Committee, and Preparedness and response planning. The slides are arranged in a 5x5 grid.

### LEARNING UNIT 2



## Polio Eradication End-Game Change to bOPV

**Manfred S Green MD, PhD**

1. School of Public Health, University of Haifa, Israel
2. Member, National Advisory Board on Immunization
3. Chairman, Israel MOH Committees for the Eradication of Measles, Rubella and Polio
4. Former Director, Israeli Center for Disease Control



## (SOME...) UNSOLVED SCIENTIFIC QUESTIONS RELATED TO PANDEMICS AND EPIDEMICS

### Zika Virus

Mitra Saadatian-Elahi (Lyon bio-pole)

## Overview of my presentation

- Zika virus outbreaks and current situation
- Zika virus and microcephaly
- Vaccine development
- Drug development
- The Rio Olympics
- Risk communication issues

### A case study ... to discuss

Mircea Ioan POPA  
„Carol Davila” University of Medicine and Pharmacy  
Bucharest, ROMANIA

Date of start of the event: 3 Jun 2016

Report type: immediate notification

Time

Place

Person

Reason for notification: reoccurrence of a listed disease

Date of previous occurrence: Oct 2014

Manifestation of disease: clinical disease

Causal agent: *Bacillus anthracis*

Date of confirmation of the event: 7 Jun 2016

Nature of diagnosis: laboratory (basic), laboratory (advanced)

This event pertains to a defined zone within the country

Information received on [and dated] 8 Jun 2016 from Dr MG, director, head of Unit Animal Health Department General Sanitary Veterinary Directorate, National Sanitary Veterinary and Food Safety Authority, Bucharest, Romania

3.06.2016

7.06.2016

8.06.2016

9.06.2016 – from whom?

New outbreak: 1

Date of start of the outbreak: 3 Jun 2016

Outbreak status: continuing (or date resolved not provided)

Epidemiological unit: backyard

Affected animals:  
Species (cattle); Susceptible (3); Cases (1)  
Deaths (0); Destroyed (1); Slaughtered (0)

Affected population: 3 bovines in a backyard

Epidemiology:  
Source of the outbreak(s) or origin of infection: unknown or inconclusive  
Epidemiological comments: a bovine was found sick with fever and lack of appetite.

Control measures:  
Measures applied: vaccination in response to the outbreak(s); disinfection/disinfestation; quarantine; official disposal of carcasses, by-products and waste; no treatment of affected animals

Measures to be applied: no other measures

The previous (2014) outbreak they report was in Olt.

Involved 2 sick goats that got butchered resulting in 3 human cases

<http://www.promedmail.org>



## LEARNING UNIT 3

Title	<b>Citizens' involvement and participation in pandemic governance</b>	Learning Unit: <b>3</b>
		Duration: <b>150 minutes</b>
Teacher(s)	John Stian Haukeland ( <a href="mailto:jh@tekno.dk">jh@tekno.dk</a> )	
Learning Objectives	<ol style="list-style-type: none"> <li>1. Understand and be able to reflect on the rationale for citizen participation in pandemic governance;</li> <li>2. Assess different methods for citizen participation;</li> <li>3. Analyze an empirical case-study, and point to strengths, weaknesses, opportunities and treats for the design and implementation.</li> </ol>	
Methods	Frontal presentations, Case study group work, Plenary discussion	
Sequence of contents, timing and methods	<ol style="list-style-type: none"> <li>1. Frontal presentations (60min)</li> <li>2. Case study group work (45min)</li> <li>3. Plenary discussion (45min)</li> </ol>	
Learning material: class + participants	<ul style="list-style-type: none"> <li>• Power point display for frontal presentation</li> <li>• Printed case studies for group discussion</li> <li>• Whiteboard/ blackboard with pen</li> <li>• Printed evaluation surveys</li> </ul>	
Learning evaluation	Evaluation survey on learning objectives	
Essential bibliographic material	<b>ASSET Deliverable 2.3</b> <a href="http://www.asset-scienceinsociety.eu/sites/default/files/d2.3_crisis_participatory_governance_report.pdf">http://www.asset-scienceinsociety.eu/sites/default/files/d2.3_crisis_participatory_governance_report.pdf</a> <b>A Ladder of Citizen Participation</b> <a href="http://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation_en.pdf">http://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation_en.pdf</a> <b>Technology Assessment in Europe: Conclusions &amp; Wider Perspectives</b>	
To know more	Overview of 50-odd public engagement methods: <a href="http://actioncatalogue.eu/search">http://actioncatalogue.eu/search</a> Introduction to public engagement <a href="http://engage2020.eu/media/Engage2020_withVideo.pdf">http://engage2020.eu/media/Engage2020_withVideo.pdf</a> Citizen Participation in Global Environmental Governance <a href="http://www.amazon.com/Citizen-Participation-Global-Environmental-Governance/dp/1849713782">http://www.amazon.com/Citizen-Participation-Global-Environmental-Governance/dp/1849713782</a> Governing Biodiversity Through Democratic Deliberation <a href="http://www.amazon.com/Governing-Biodiversity-Democratic-Deliberation-Management/dp/0415732182">http://www.amazon.com/Governing-Biodiversity-Democratic-Deliberation-Management/dp/0415732182</a>	



## LEARNING UNIT 4

Title of Learning Unit (LU): <b>How can the gender gap occurring in pandemics be fixed?</b>		Learning Unit: 4	
		Duration: 60 minutes	
Teacher: Vanessa Moore, EIWH			
Learning Objectives	1. Recognise the existing gender gap within pandemics/epidemics and vaccination 2. Grasp the complexities of the situation and the challenges in changing the situation 3. Be able to disseminate this information within their own professions and to a wider audience		
Methods	Frontal lesson (FL) Exercise (EX) Discussion led by facilitator (DF)		
Sequence of contents, timing and methods	1. Brief introduction to EIWH's involvement in ASSET	FL	3'
	2. Framing the issue: a) biological differences b) research c) pregnancy d) healthcare workers e) older persons f) hard to reach groups	FL	25' (4 minutes per issue)
	3. Questions/comments	FL	3'
	4. Explaining the exercises: in small groups, students will be asked to discuss two questions, with the facilitator moving from group to group	EX	2'
	4.1 Question 1: what have the students learnt and how are these issues relevant in their own areas of expertise?	EX	10'
	4.2 Question 2: how can the issues be addressed?	EX	10'
	4.3 Summarising the results, the facilitator will lead a discussion on the issues and their possible solutions	DF	7'
Learning material: Class & Participants	For facilitator: Computer, projector, flip chart, markers For Participants: Paper, flip chart, markers Course Materials: as last year, we will prepare a small "welcome pack" with the EIWH policy brief on vaccination, a background briefing, copies of the presentation and an agenda/breakdown of LU4		
Learning Evaluation	By open discussion, and discussion/workshop led by facilitator		
Essential Bibliographic References	European Institute of Women’s Health policy briefs: <a href="http://eurohealth.ie/policy_briefs/">http://eurohealth.ie/policy_briefs/</a>		
	European Centre for Disease Prevention and Control <a href="http://ecdc.europa.eu/en/healthtopics/influenza/Pages/index.aspx">http://ecdc.europa.eu/en/healthtopics/influenza/Pages/index.aspx</a>		
	Bish, A., Yardley, L., Nicoll, A., and Michie, S. (2011) ‘Factors associated with uptake of vaccination against pandemic influenza: A systematic review’ <i>Vaccine</i> , 29(38), 6472-6484.		
	Davidson, P.M., DiGiacomo, M., and McGrath, S.J. (2011) ‘The feminization of aging: how will this impact on health outcomes and services?’ <i>Health Care for Women International</i> , 32(12), 1031-1045.		



	<p>Klein, S.L., Jedlicka, A., and Pekosz, A. (2010) 'The Xs and Y of immune responses to viral vaccines', <i>The Lancet Infectious Diseases</i>, 10(5), 338-349.</p> <p>World Health Organisation (2010a) <i>Sex, gender and influenza</i>, Geneva: World Health Organisation.</p>
To know more	<p>DG Santé <a href="http://ec.europa.eu/health/index_en.htm">http://ec.europa.eu/health/index_en.htm</a></p> <p>ASSET webpage: <a href="http://www.asset-scienceinsociety.eu">http://www.asset-scienceinsociety.eu</a></p> <p>Endrich, M.M., Blank, P.R., and Szucs, T.D. (2009) 'Influenza vaccination uptake and socioeconomic determinants in 11 European countries', <i>Vaccine</i>, 27(30), 4018-4024.</p> <p>European Centre for Disease Prevention and Control (2013) <i>Review of scientific literature on drivers and barriers of seasonal influenza vaccination coverage in the EU/EEA</i>, Stockholm: ECDC.</p> <p>European Centre for Disease Prevention and Control (2012b) <i>Communication on immunization – building trust</i>, Stockholm: ECDC.</p> <p>International Longevity Centre UK (2011) <i>Life Course Immunisation Improving adult immunisation to support healthy ageing</i>, London: International Longevity Centre - UK.</p> <p>Jiménez-García, R., Hernández-Barrera, V., Lopez de Andres, A., Jimenez-Trujillo, I., Esteban-Hernández, J., and Carrasco-Garrido, P. (2010) 'Gender influence in influenza vaccine uptake in Spain: Time trends analysis (1995-2006)', <i>Vaccine</i>, 28(38), 6169-6175.</p> <p>Klein, S.L., and Pekosz, A. (2014) 'Sex-based Biology and the Rational Design of Influenza Vaccination Strategies', <i>Journal of Infectious Diseases</i>, 209, 114-119.</p> <p>Mamelund, S-E, Riise Bergsaker, M.A. (2011) 'Vaccine history, gender and influenza vaccination in a household context', <i>Vaccine</i>, 29(51), 9441-9450.</p> <p>Ryan, J., Zoellner, Y., Gradl, B., Palache, B., and Medema, J. (2006) 'Establishing the health and economic impact of influenza vaccination within the European Union 25 countries', <i>Vaccine</i>, 24(47-48), 6812-6822.</p> <p>Seale, H., Heywood, A.E., McLaws, M-L., Ward, K.F., Lowbridge, C.P., Van, D., and Raina MacIntyre, C. (2010) 'Why do I need it? I am not at risk! Public perceptions towards the pandemic (H1N1) 2009 vaccine', <i>BMC Infectious Diseases</i>, 10(99), 1-9.</p> <p>World Health Organisation, Swiss Centre for International Health, Swiss Tropical and Public Health Institute (2010) <i>Gender and Immunisation Summary Report for SAGE</i>, Geneva and Basel: World Health Organisation.</p> <p>Zhang, J., While, A.E. and Norman I.J. (2011) 'Nurses' knowledge and risk perception towards seasonal influenza and vaccination and their vaccination behaviours: A cross-sectional survey', <i>International Journal of Nursing Studies</i>, 48(10), 1281-1289.</p>





## LEARNING UNIT 5

Title	Individual Resilience to Community Hardiness to Resilient City: Understanding Vulnerability and Protective Factors	Learning Unit: 5	
		Duration: 90 minutes	
Teacher	Kailash Gupta		
Learning Objectives	At the end of the LU 5, participants will be able to:  1. Understand the concepts of resilience, and hardiness in relation to vulnerability and protective factors; 2. Know their own degree of resilience; 3. Understand community hardiness and its importance; 4. Identify the vulnerability and protective factors during crisis in Community; and  5. Learn about 100 Resilient Cities movement		
Methods	1. Frontal lesson (FL) 2. Psychometric testing (PT) 3. Group work on the case study (GW) 4. Plenary presentation and discussion (PL) 5. Conclusions by the presenter (FL)		
Sequence of contents, timing and methods	1.1 Introduction to the concepts of individual resilience, community hardiness, and resilient cities	FL	20'
	1.2 Importance of resilient cities.	FL	10'
	2.1 Testing by Summer School participants of their own resilience	PT	10'
	3.1 Case study	CS	05'
	3.2 Group work	GW	15'
	4.1 Presentations by the groups and discussions	PL	10'
	5.1 Conclusion of the presenter	FL	05'
Learning material:	For the teacher: Laptop Internet access Projector/beamer Teaching notes For participants and working groups: Notebooks Flip charts Colored markers/Pencils/Pens		
class + participants	Course material provided: Copy of the presentation, Concept note, Resilience questionnaire, Copy of case Study, Web links to references and bibliography		



<b>Learning evaluation by</b>	<ul style="list-style-type: none"> <li>• Open discussions</li> <li>• Psychometric test</li> <li>• Group presentation</li> </ul>
<b>References</b>	<p>100 Resilient Cities Challenge pioneered by Rockefeller Foundation.  <a href="http://www.100resilientcities.org">www.100resilientcities.org</a></p> <p>Block, J. &amp; Kremen, A. M. (1996). IQ and ego-resiliency: Conceptual and empirical connections and separateness. <i>Journal of Personality and Social Psychology</i>, 70(2), 349-361 (for psychometric test)</p> <p>Kobasa, S. C. (1979). Stressful life events, resiliency, and health: An inquiry into hardiness. <i>Journal of Personality &amp; Social Psychology</i>. 37 (1), 1-11</p> <p>Maddi, S. R. (2013). <i>Hardiness: Turning stressful circumstances into resilient growth</i>. New York: Springer</p> <p>Zolli, A. &amp; Healy, A. M. (2012). <i>Resilience</i>. London: Headline Publishing Group.          (Chapter 7. Communities that bounce back. Pp. 211-219 for case study)</p>
<b>Bibliography</b>	<p>Central for Disease Control and Prevention. (n. d.). <i>Topline* assessment of community hardiness by selected domains</i>. Retrieved from  <a href="http://emergency.cdc.gov/cerc/cerconline/pandemic/pandemic/transcripts/checklist10.pdf">http://emergency.cdc.gov/cerc/cerconline/pandemic/pandemic/transcripts/checklist10.pdf</a></p> <p>Green, S., Grant, A., &amp; Rynsaardt, J. (2007). Evidence-based life coaching for senior high school students: Building hardiness and hope. <i>International Coaching Psychology Review</i>. 2(1), 24-32. Retrieved from  <a href="http://www.appa.asn.au/conferences/2010/green-article.pdf">http://www.appa.asn.au/conferences/2010/green-article.pdf</a></p> <p>Maddi, S. R. (2013). <i>Hardiness: Turning stressful circumstances into resilient growth</i>. New York: Springer</p> <p>Masten, A. S. &amp; Reed, M. J. (2002) Resilience in development. In C. R. Snyder &amp; S. J. Lopez (Eds.) <i>Handbook of positive psychology</i> (pp. 74-88). New York: Oxford University Press</p> <p>Zolli, A. &amp; Healy, A. M. (2012). <i>Resilience</i>. London: Headline Publishing Group</p>



## LEARNING UNIT 6

<b>Title</b>	<b>Mobilization and mutual learning on social networks</b>	<b>Learning Unit: 6</b>
		<b>Duration: 90 minutes</b>
<b>Teacher(s)</b>	Debora Serra, Michele Bellone	
<b>Learning Objectives</b>	<p>At the end of the LU6, participants will be able to recognize:</p> <ol style="list-style-type: none"> <li>1. the main social media platforms and their potentiality;</li> <li>2. the most effective accounts in terms of communication, with a special focus on Twitter and our algorithm;</li> <li>3. some case-studies on social media mobilization (i.e.: Italian #iovaccino campaign).</li> </ol>	
<b>Methods</b>	Frontal presentation (FP)	
<b>Sequence of contents, timing and methods</b>	<p>1.1 - Introduction on social media FL 5'</p> <p>1.2 - Our algorithm: what it is, how it works and which accounts we identified FL 10'</p> <p>1.3 - Case-studies FL 15'</p> <p>2.1 - Group work on a case study: what would you do? Given a hypothetical scenario, participants must manage the risk situation PL 30'</p> <p>3.1 - Discussion on the exercitation and conclusions PL 30'</p>	
<b>Learning material: class + participants</b>	<p>For teacher: computer, web material, projector/beamer</p> <p>For participants and working groups: paper, pens/pencils; computer</p> <p>Course material provided: copy of presentation</p>	
<b>Learning evaluation</b>	By open discussion	
<b>Essential bibliografic material</b>	<p>What the Disneyland measles outbreak of 2014-15 can teach us about how stories go viral <a href="http://www.eurekalert.org/pub_releases/2016-05/gwu-wtd051216.php">http://www.eurekalert.org/pub_releases/2016-05/gwu-wtd051216.php</a></p> <p>Pro-vaccines campaigns on social media. An Italian case-study <a href="http://www.asset-scienceinsociety.eu/news/features/pro-vaccines-campaigns-social-media-italian-case-study">http://www.asset-scienceinsociety.eu/news/features/pro-vaccines-campaigns-social-media-italian-case-study</a></p>	
<b>To know more</b>	<p>Wendling, C., J. Radish and S. Jacobzone (2013), "The Use of Social Media in Risk and Crisis Communication", OECD Working Papers on Public Governance, No.24, OECD Publishing</p> <p>Anat Gesser-Edelsburg; Emilio Mordini; James J. James; Donato Greco; Manfred S. Green "Risk Communication Recommendations and Implementation During Emerging Infectious Diseases: A Case Study of the 2009 H1N1 Influenza Pandemic"</p> <p>Tell me Decalogue: ten points for an effective pandemic communication (<a href="http://www.tellmeproject.eu/content/tell-me-decalogue">http://www.tellmeproject.eu/content/tell-me-decalogue</a>)</p>	





## LEARNING UNIT 7

<b>Title of Learning Unit (LU):</b> Risk attitude and communication issues		<b>Number: 8</b>		
		<b>Duration: 60mn</b>		
<b>Learning Objectives (LO)</b>	At the end of the LU, participants will be able to:  1. Understand the notions of risk averse, risk neutral an risk seeking 2. Understand the difference between risk assessment and risk management 3. Communication issues about risk in general population			
<b>Sequence of contents, timing and methods</b>	Description of contents/activity	<b>LO</b>	<b>Method</b>	<b>Duration (minutes)</b>
	Presentation of risk attitudes: Risk aversion	1	<b>Frontal presentation and case studies</b>	20
	Risk neutrality	2		20
	Risk seeking	3		
	Examples of risk assessment versus risk management	...	<b>Case study</b>	20
Communication issues with General population		<b>Case study</b>	20	
<b>Learning materials</b>	<i>For teacher: paper board, projection screen and publications</i> <i>For participants: case studies + publications</i>			
<b>Learning evaluation</b>	Questionnaire 15 minutes			
<b>Essential bibliographic references</b>	1. Beresniak A, Public health. Be prepared: what work in fight against flu. Health Serv J. 2014 May 23;124(6399):19-21. 2. Beresniak A, Medina-Lara A, Auray JP, De Wever A, Praet JC, Tarricone R, Torbica A, Dupont D, Lamure M, Duru G. Validation of the underlying assumptions of the quality-adjusted life-years outcome: results from the ECHOUTCOME European project. Pharmacoeconomics. 2015 Jan;33(1):61-9. 3. Beresniak A, Bertherat E, Perea W, Soga G, Souley R, Dupont D, Hugonnet S. A Bayesian network approach to the study of historical epidemiological databases: modelling meningitis outbreaks in the Niger. Bull World Health Organ. 2012 Jun 1;90(6):412-417A. 4. Briand S, Beresniak A, Nguyen T, Yonli T, Duru G, Kambire C, Perea W; Yellow Fever Risk Assessment Group (YF-RAG). Assessment of yellow fever epidemic risk: an original multi-criteria modeling approach. PLoS Negl Trop Dis. 2009 Jul 14;3(7):e483			
<b>To know more</b>	Keeney RL, Raïffa H. Decisions with multiple objectives, Preferences and value tradeoffs. <i>Cambridge University Press</i> 1993.			



## LEARNING UNIT 8

Title	Risk Communication within Pandemics and public health emergencies of international concern (PHEIC)	Learning Unit: 8
		Duration: 90 minutes
Teacher(s)	Afroditi Veloudaki and Pania Karnaki, Prolepsis Institute	
Learning Objectives	<p>At the end of Learning Unit 8 participants in the course should be able to:</p> <ol style="list-style-type: none"> <li>1) identify the basic principles of risk and crisis communication during an influenza pandemic and consequently any outbreak</li> <li>2) identify the main lessons learned from the 2009 influenza pandemic experience</li> <li>3) be able to develop a model press release</li> </ol>	
Methods	<ol style="list-style-type: none"> <li>1. Presentation (PK or AV)</li> <li>2. Discussion of experiences by the participants (we ask them to prepare in advance good or bad communication experiences from their country)</li> <li>3. Exercise with case study (press release and critique)</li> </ol>	
Sequence of contents, timing and methods	<ol style="list-style-type: none"> <li>1. Presentation (PK or AV) -----25 min</li> <li>2. Discussion of experiences by the participants ---20 min</li> <li>3. Exercise with case study--- 45 min,</li> </ol>	
Learning material: class + participants	<p>For teacher: computer, web material, projector/beamer, grid for role playing</p> <p>For participants and working groups computer for presentation, if needed</p> <p>Flipchart, coloured markers/pencil/pens</p> <p>Course material provided see references below in electronic format</p>	
Learning evaluation	By open discussion, discussion led by facilitator, and role play in exercise	
Essential bibliographic material	<p>For participants</p> <ol style="list-style-type: none"> <li>1) WHO, Evolution of a Pandemic, 2<sup>nd</sup> edition  <a href="http://who.int/influenza/resources/publications/evolution_pandemic_Ah1n1/en/">http://who.int/influenza/resources/publications/evolution_pandemic_Ah1n1/en/</a> </li> <li>2) WHO, Outbreak Communication, Handbook for Journalists, 2005:  <a href="http://who.int/csr/don/Handbook_influenza_pandemic_dec05.pdf?ua=1">http://who.int/csr/don/Handbook_influenza_pandemic_dec05.pdf?ua=1</a> </li> </ol>	



WHO Outbreak Communication, Best Practices, 2004:

[http://who.int/csr/resources/publications/WHO\\_CDS\\_2005\\_32web.pdf?ua=1](http://who.int/csr/resources/publications/WHO_CDS_2005_32web.pdf?ua=1)

- 3) US-CDC: <http://emergency.cdc.gov/cerc/resources/index.asp>  
 CRISIS AND EMERGENCY RISK COMMUNICATION, PANDEMIC  
 INFLUENZA, Quick Guide  
[http://emergency.cdc.gov/cerc/resources/pdf/pandemic\\_cerc\\_guide.pdf](http://emergency.cdc.gov/cerc/resources/pdf/pandemic_cerc_guide.pdf)

Pandemic CERC Z-Card:

[http://emergency.cdc.gov/cerc/resources/pdf/pandemic\\_cerc\\_zcard.pdf](http://emergency.cdc.gov/cerc/resources/pdf/pandemic_cerc_zcard.pdf)

- 4) ECDC, communication toolkit for healthcare workers and risk groups:  
[http://ecdc.europa.eu/en/healthtopics/seasonal\\_influenza/communication\\_toolkit/Pages/communication\\_toolkit.aspx](http://ecdc.europa.eu/en/healthtopics/seasonal_influenza/communication_toolkit/Pages/communication_toolkit.aspx)

For teacher

US-CDC: <http://emergency.cdc.gov/cerc/resources/index.asp>

Crisis and Risk Communication Manual, 2014

[http://emergency.cdc.gov/cerc/resources/pdf/cerc\\_2014edition.pdf](http://emergency.cdc.gov/cerc/resources/pdf/cerc_2014edition.pdf)

To know  
more

If possible, it is better to have a reasoned bibliography. Add up some norms and links to tertiary sources

For participants a few references:


WHO emergency Communication Training <http://www.who.int/risk-communication/training/about-trainings/en/>

WHO Effective Communications Participant Handbook

<http://www.who.int/risk-communication/training/who-effective-communications-handbook-en.pdf?ua=1>



## ANNEX II – Presentation of Task 7.6 progress at the Consortium meeting, Brussels 27<sup>th</sup> April 2017



**TASK 7.6: Summer School on SIS related issues in Pandemics**  
START: m12 - END: m48

**TASK LEADER:** Istituto Superiore di Sanità (ISS)  
**TASK CONTRIBUTORS:** LYONSIO FOLE, PROLEPSIS, ERMH, DST, PI, IRI, NCPO, TIEHS, DHI, UNPCD, HU, ZADIG

**Paola Scardetta**  
Brussels, 27 April 2017

[www.asset-scienceinsociety.eu](http://www.asset-scienceinsociety.eu)

co-funded by the EU. GA: 612236

### T7.6 Brief description

- Objective:** Project partners and experts develop a format of an interactive course by engaging dialogue with participants, on SIS key issues concerning Pandemics and other emergency crisis
- Participants:** up to 20, with different professional backgrounds (public health, medicine, philosophy, social science, media, health care administration, PhD students)
- Editions:** three in Rome, Italian National Institute of Health (ISS)
- Areas covered:** 6 study areas from WP2 (Governance, Participatory Governance, Gender Issues, Intentionally Caused Outbreaks, Unsolved Questions, Ethics and Laws)
- Methods:** lectures, case studies and intensive discussions

### T7.6: What has been done

- 1<sup>st</sup> edition: September 21-24, 2015\*
- 2<sup>nd</sup> edition: June 15-17, 2016
- 3<sup>rd</sup> edition: May 30-31, June 1, 2017

++	DAYS	SPEAKERS	APPLICANTS	EFFECTIVE PARTICIPANTS	LEARNING UNITS
I <sup>st</sup> ed.	4	17	12	8	12
II <sup>nd</sup> ed.	3	14	19	17	8
III <sup>rd</sup> ed.	3	13	19	?	7

\* The SS should not be delivered in the late summer but in June  
\*\* 3 days instead of 4; increased participation of applicants

### T7.6: What has to be done

3<sup>rd</sup> edition: May 30-31, June 1, 2017

- ☒ Booking of Aula Rossi, ISS, Rome
- ☒ Launch of "Save the date"
- ☒ Dissemination of the event in Partners' countries
- ☒ Advanced version of the Scientific Program
- ☒ Selection of candidates and closure of registrations
- ☐ Organizational issues (administrative procedures for expenses to cover)
- ☐ Preparation of learning materials
- ☐ Instruction to participants for presenting their own activities
- ☐ Hold the Summer School!

### T7.6: Evaluation tools & indicators

- To Participants: Feedback Questionnaire (FQ) (organisation, quality, availability)
- To Task Leaders: Learning Units' Evaluation (LUQ) (timing respected by lecturers, contents in line with the ones expected, lessons utility and interest)

	Overall impression	
	FQ: *	LUQ: **
I <sup>st</sup> edition	4.34	3.0
II <sup>nd</sup> edition	4.10 <sup>(1)</sup>	-

\* Value scale: 1=Strongly disagree; 2=Disagree; 3=Neither agree nor disagree; 4=Agree; 5=Strongly agree  
\*\* Value scale: 1=No, at all; 2=Somewhat; 3=Quite; 4=Yes, totally

## Thank you for your attention!

[paola.scardetta@iss.it](mailto:paola.scardetta@iss.it)



## ANNEX III – Learning Units' Forms filled in for the III Summer School (2017)

Tuesday, 30 May

### *SiS related issues about Pandemics and PHEIC*

11.15	M. Saadatian (LYONBIOPOLE), Alberto d'Onofrio (IPRI), M. Green (HU)
<b>LU1: Vaccine hesitancy</b>	Vaccine hesitancy: from problem defining to the impact on general population and subgroups
<b>LU2: Vaccination and ethics</b>	Vaccine hesitancy in Europe and possible mitigation hypotheses
	Ethical issues related to mandatory vaccination
<p><b>Briefly on LUs 1, 2:</b> The first school day focuses on vaccine hesitancy/refusal and mandatory vaccination: these last are highly debated issues nowadays and fully match the interdisciplinary nature of ASSET. Vaccine hesitancy is introduced and problems related to gender and special groups are highlighted. An overview of vaccine hesitancy in European general population is offered as well as some possible mitigation solutions, as also outlined in the ASSET report on unsolved questions and following roadmap. Ethical issues related to mandatory immunization are analysed.</p> <p><b>A case study</b> is also presented after an analysis of the Measles, Mumps, and Rubella (MMR) vaccine scare case in UK and the HBV hesitancy in France.</p> <p><b>At the end of the first two LUs the participants' are able to:</b></p> <ol style="list-style-type: none"> <li>1. Define vaccine hesitancy;</li> <li>2. Have a general understanding both on the extent of vaccine hesitancy in Europe in the general population as well as among specific subgroups (women, refugee, religious groups, etc) and about drivers vs barriers of vaccine hesitancy;</li> <li>3. Grasp ethical issues related to policies that mandate vaccination.</li> </ol>	

Wednesday, 31 May

### *Target groups to engage within Pandemics and PHEIC*

09.30	J. S. Haukeland, L. Bitsch (DBT)
<b>LU3: Bridging Institutions and Citizens</b>	Citizens' involvement and participation in pandemic governance
<p><b>Briefly on LU3:</b> The ASSET Citizen Consultation methodology and rationale are explored. The manual is available at: <a href="http://www.asset-scienceinsociety.eu/outputs/deliverables/citizens-meeting-preparatory-materials">http://www.asset-scienceinsociety.eu/outputs/deliverables/citizens-meeting-preparatory-materials</a>.</p> <p><b>A case study</b> is applied mid through the lecture so that the participants are in the condition to put in practice theory and tools learned. The case study is organized as group-work where we follow up in plenum. In the end, the plenary discussion focuses on future applications of citizen participation in national and European public health policies.</p> <p><b>At the end of the LU3 the participants' are able to:</b></p> <ol style="list-style-type: none"> <li>1. Understand/reflect on the rationale for citizen participation in pandemic governance;</li> <li>2. Assess different methods for citizen participation;</li> <li>3. Analyze an empirical case-study, and point to strengths, weaknesses, opportunities and treats for the design and implementation.</li> </ol> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Arnstein, Sherry R. "A Ladder of Citizen Participation," JAIP, Vol. 35, No. 4, July 1969, pp. 216-224 <a href="https://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation_en.pdf">https://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation_en.pdf</a></li> </ul> <p><b>For the eager:</b></p> <ul style="list-style-type: none"> <li>• Action catalogue – an online method tool that lets you find the exact method you are searching for <a href="http://actioncatalogue.eu/">http://actioncatalogue.eu/</a></li> <li>• Science, Society and Engagement – An e-Anthology. <a href="http://engage2020.eu/media/Engage2020_withVideo.pdf">http://engage2020.eu/media/Engage2020_withVideo.pdf</a></li> </ul>	



12.00

R. Moore, V. Moore (EIWH)

**LU4: Gender pattern and vulnerability**

How can the gender gap occurring in pandemics and PHEIC be fixed?

**Briefly on LU4:** Issues of gender in pandemics and epidemics are introduced through discussing a number of areas where gender plays a role, namely biological differences; research; pregnancy; healthcare workers; older persons; and hard to reach groups.

**A case study** is offered looking in detail at the Zika outbreak. Zika and the increase in children born with microcephaly are analysed, and the epidemiological work to tie the two together is discussed. The students are asked to form groups and discuss how to face this challenge, and how policy not related to epidemics/pandemics can suddenly become central to fighting an epidemic.

**At the end of the LU4 the participants' are able to:**

1. Recognise the existing gender gap and issues within pandemics/epidemics and vaccination;
2. Grasp the complexities of the situation and the challenges in changing this situation;
3. Be able to disseminate this information within their own professions/organisations and to a wider audience.

**Readings:**

- European Institute of Women's Health policy briefs: [http://eurohealth.ie/policy\\_briefs/](http://eurohealth.ie/policy_briefs/)
- European Centre for Disease Prevention and Control: <http://ecdc.europa.eu/en/healthtopics/influenza/Pages/index.aspx>
- Bish, A., Yardley, L., Nicoll, A., and Michie, S. (2011) 'Factors associated with uptake of vaccination against pandemic influenza: A systematic review' *Vaccine*, 29(38), 6472-6484.
- Davidson, P.M., DiGiacomo, M., and McGrath, S.J. (2011) 'The feminization of aging: how will this impact on health outcomes and services?' *Health Care for Women International*, 32(12), 1031-1045.
- Klein, S.L., Jedlicka, A., and Pekosz, A. (2010) 'The Xs and Y of immune responses to viral vaccines', *The Lancet Infectious Diseases*, 10(5), 338-349.
- World Health Organisation (2010a) *Sex, gender and influenza*, Geneva: World Health Organisation.

**For the eager:**

- DG Santé: [http://ec.europa.eu/health/index\\_en.htm](http://ec.europa.eu/health/index_en.htm)
- ASSET webpage: <http://www.asset-scienceinsociety.eu>
- Endrich, M.M., Blank, P.R., and Szucs, T.D. (2009) 'Influenza vaccination uptake and socioeconomic determinants in 11 European countries', *Vaccine*, 27(30), 4018-4024.
- European Centre for Disease Prevention and Control (2013) *Review of scientific literature on drivers and barriers of seasonal influenza vaccination coverage in the EU/EEA*, Stockholm: ECDC.
- European Centre for Disease Prevention and Control (2012b) *Communication on immunization – building trust*, Stockholm: ECDC.
- International Longevity Centre UK (2011) *Life Course Immunisation Improving adult immunisation to support healthy ageing*, London: International Longevity Centre - UK.
- Jiménez-García, R., Hernández-Barrera, V., Lopez de Andres, A., Jimenez-Trujillo, I., Esteban-Hernández, J., and Carrasco-Garrido, P. (2010) 'Gender influence in influenza vaccine uptake in Spain: Time trends analysis (1995-2006)', *Vaccine*, 28(38), 6169-6175.





14.30

L. Rosi, L. Scotti, S. Giorgi, G. Mandarino (ISS)

**LU5: Community resilience**

Resilience at community level: vulnerability vs protective factors

**Briefly on LU5:** Tools for the diagnosis and the crisis management of animal botulism due to a bioterrorism attack are presented.

**A case study** is offered as an opportunity to discuss on how to contain economical (animal/by-products) losses in case of bioterrorism attack, while improving awareness on animal botulism for a prompt diagnosis. The case study is organized small groups and ends up with a plenary session.

**At the end of the LU5 the participants are able to:**

1. Identify the correct procedures to be performed in managing a botulism outbreak;
2. List the main elements to achieve a differential diagnosis of animal botulism;
3. Describe the main elements to consider in case of bioterrorism attack.

**Readings:**

- [http://www.merckmanuals.com/vet/generalized\\_conditions/clostridial\\_diseases/botulism.html](http://www.merckmanuals.com/vet/generalized_conditions/clostridial_diseases/botulism.html),  
<http://www.merckmanuals.com/vet/index.html>
- <http://www.agriculture.gov.ie/animalhealthwelfare/diseasecontrol/botulism/>, <http://www.agriculture.gov.ie/>
- <http://www.nj.gov/agriculture/divisions/ah/diseases/botulism.html> <http://www.state.nj.us/>
- <http://www.dairyaustralia.com.au/Animals-feed-and-environment/Animal-health/Animal-health-fast-facts/Downer-cows/Botulism.aspx> <http://www.dairyaustralia.com.au/>
- [http://www.dpi.nsw.gov.au/\\_data/assets/pdf\\_file/0003/139233/botulism-in-cattle.pdf](http://www.dpi.nsw.gov.au/_data/assets/pdf_file/0003/139233/botulism-in-cattle.pdf)  
<http://www.dpi.nsw.gov.au/primefacts>

**For the eager:**

- <http://www.agriculture.gov.ie/animalhealthwelfare/diseasecontrol/botulism/>
- <http://acmsf.food.gov.uk/>
- [http://www.merckmanuals.com/vet/generalized\\_conditions/clostridial\\_diseases/botulism.html](http://www.merckmanuals.com/vet/generalized_conditions/clostridial_diseases/botulism.html)
- <http://www.merckmanuals.com/vet/index.html>
- <http://www.nj.gov/agriculture/divisions/ah/diseases/botulism.html>
- <http://www.fao.org/docrep/003/t0756e/T0756E03.htm#ch3.3.2>
- <http://www.fao.org>

16.00

*Session I: Students are presenters**School Participants Research Projects and activities' presentations***Citizens' involvement in public health policies****Vaccination coverage rates**





Thursday, 1 June

**Risk Assessment and Communication in Pandemics and PHEIC**

09.15

**Session II: Students are presenters****School Participants Research Projects and activities' presentations****Tools for epidemic and pandemic preparedness**

11.30

A. Beresniak (DMI), A. Veloudaki (PROLEPSIS)

**LU6: Effective risk management and communication**

Modelling risk assessment

Risk communication when PHEIC occurs

**Briefly on LU6 – first part:** In public health, risk assessment is the process of identification, analysis and acceptance or mitigation of uncertainty in implementing health decisions. Risk management occurs any time a decision maker analyzes and attempts to quantify epidemiological consequences of public health measures then takes the appropriate action (or inaction) given the own public health objectives and risk tolerance.

**At the end of the LU6 – first part the participants' are able to:**

1. Distinguish risk assessment and risk management in public health;
2. Know multi-criteria risk assessment methodology;
3. Understand risk management in health priority setting.

**Readings:**

- Assessment of yellow fever epidemic risk: an original multi-criteria modeling approach  
<https://www.ncbi.nlm.nih.gov/pubmed/19597548>
- Data-Driven Risk Assessment from Small Scale Epidemics: Estimation and Model Choice for Spatio-Temporal Data with Application to a Classical Swine Fever Outbreak  
<https://www.ncbi.nlm.nih.gov/pubmed/28293559>
- Model-informed risk assessment for Zika virus outbreaks in the Asia-Pacific regions  
<https://www.ncbi.nlm.nih.gov/pubmed/28189711>

**For the eager:**

- V.T. Covello, M.W. Merkhoher, Risk Assessment Methods: Approaches for Assessing Health and Environmental Risks, Springer
- Eleanor B.E. Brown, Amie Adkin, Anthony R. Fooks, Ben Stephenson, Jolyon M. Medlock, and Emma L. Snary. Assessing the Risks of West Nile Virus–Infected Mosquitoes from Transatlantic Aircraft: Implications for Disease Emergence in the United Kingdom  
Vector-Borne and Zoonotic Diseases. April 2012, 12(4): 310-320. doi:10.1089/vbz.2010.0176.

**Briefly on LU6 – second part:** After a brief introduction to main concepts characterizing risk communication in public health emergencies, good or bad country-specific experiences are first asked to be commented and then an exercise with a **case study** (press release and critique) is developed.

**At the end of the LU6 – second part the participants' are able to:**

1. Identify basic principles of risk and crisis communication during an influenza pandemic and consequently any outbreak;
2. Recognize the main lessons learned from the 2009 influenza pandemic experience;
3. Develop a press release model.

**Readings:**

- WHO, Evolution of a Pandemic, 2<sup>nd</sup> edition  
[http://who.int/influenza/resources/publications/evolution\\_pandemic\\_Ah1n1/en/](http://who.int/influenza/resources/publications/evolution_pandemic_Ah1n1/en/)
- WHO, Outbreak Communication, Handbook for Journalists, 2005:  
[http://who.int/csr/don/Handbook\\_influenza\\_pandemic\\_dec05.pdf?ua=1](http://who.int/csr/don/Handbook_influenza_pandemic_dec05.pdf?ua=1)
- WHO Outbreak Communication, Best Practices, 2004:  
[http://who.int/csr/resources/publications/WHO\\_CDS\\_2005\\_32web.pdf?ua=1](http://who.int/csr/resources/publications/WHO_CDS_2005_32web.pdf?ua=1)



- US-CDC: <http://emergency.cdc.gov/cerc/resources/index.asp>
- CRISIS AND EMERGENCY RISK COMMUNICATION, PANDEMIC INFLUENZA, Quick Guide [http://emergency.cdc.gov/cerc/resources/pdf/pandemic\\_cerc\\_guide.pdf](http://emergency.cdc.gov/cerc/resources/pdf/pandemic_cerc_guide.pdf)
- Pandemic CERC Z-Card: [http://emergency.cdc.gov/cerc/resources/pdf/pandemic\\_cerc\\_zcard.pdf](http://emergency.cdc.gov/cerc/resources/pdf/pandemic_cerc_zcard.pdf)
- ECDC, communication toolkit for healthcare workers and risk groups: [http://ecdc.europa.eu/en/healthtopics/seasonal\\_influenza/communication\\_toolkit/Pages/communication\\_toolkit.aspx](http://ecdc.europa.eu/en/healthtopics/seasonal_influenza/communication_toolkit/Pages/communication_toolkit.aspx)
- US-CDC: <http://emergency.cdc.gov/cerc/resources/index.asp>
- Crisis and Risk Communication Manual, 2014 [http://emergency.cdc.gov/cerc/resources/pdf/cerc\\_2014edition.pdf](http://emergency.cdc.gov/cerc/resources/pdf/cerc_2014edition.pdf)

**For the eager:**

- WHO emergency Communication Training <http://www.who.int/risk-communication/training/about-trainings/en/>
- WHO Effective Communications Participant Handbook <http://www.who.int/risk-communication/training/who-effective-communications-handbook-en.pdf?ua=1>

14.30

M. Bellone, D. Serra (ZADIG)

**LU7: Social media**

Mobilization and mutual learning (MML) on social networks

**Briefly on LU7:** After a brief overview on the social media strategy used by the main health institutions, two case-studies related to social media mobilisation are presented, as well as the interplay between online and offline conversations.

**A case study**

- Italian #iovaccino campaign
- International mobilisation around the movie VAXXED

**At the end of the LU7 the participants' are able to:**

1. Recognize the main social media platforms and their potentiality for risk communication;
2. Distinguish the most effective accounts in terms of communication, with a special focus on Twitter and algorithm developed in ASSET;
3. Critically discuss some examples on social media mobilization.

**Readings:**

- What the Disneyland measles outbreak of 2014-15 can teach us about how stories go viral [http://www.eurekalert.org/pub\\_releases/2016-05/gwu-wtd051216.php](http://www.eurekalert.org/pub_releases/2016-05/gwu-wtd051216.php)
- Pro-vaccines campaigns on social media. An Italian case-study <http://www.asset-scienceinsociety.eu/news/features/pro-vaccines-campaigns-social-media-italian-case-study>
- Who is tweeting about vaccines? <http://www.asset-scienceinsociety.eu/news/features/who-tweeting-about-vaccines>

**For the eager:**

- Wendling, C., J. Radish and S. Jacobzone (2013), "The Use of Social Media in Risk and Crisis Communication", OECD Working Papers on Public Governance, No.24, OECD Publishing
- Anat Gesser-Edelsburg; Emilio Mordini; James J. James; Donato Greco; Manfred S. Green "Risk Communication Recommendations and Implementation During Emerging Infectious Diseases: A Case Study of the 2009 H1N1 Influenza Pandemic"
- Tell me Decalogue: ten points for an effective pandemic communication (<http://www.tellmeproject.eu/content/tell-me-decalogue>)

16.30

*Final test*

Michele Bellone - ZADIG, Rome, Italy; Ariel Beresniak - Data Mining International (DMI), Geneva, Switzerland; Lise Bitsch - Fonden Teknologirådet (DBT), København, Denmark; Alberto d'Onofrio - International Prevention Research Institut (IPRI), Lyon, France; Sabina Giorgi - ISS, Rome, Italy; Manfred Green - University of Haifa (HU), Haifa, Israel; John S. Haukeland - Fonden Teknologirådet (DBT), København, Denmark; Giuseppina Mandarino - ISS, Rome, Italy; Rebecca Moore - European Institute of Womens Health Limited (EIWH), Dublin, Ireland; Vanessa Moore - European Institute of Womens Health Limited (EIWH), Dublin, Ireland; Valentina Possenti - ISS, Rome, Italy; Mitra Saadatian - Association LyonBiopole, Lyon, France; Paola Scardetta - ISS, Rome, Italy; Lorenza Scotti - ISS, Rome, Italy; Debora Serra - ZADIG, Rome, Italy; Sabrina Sipone - ISS, Rome, Italy; Afroditi Veloudaki - Institute of Preventive Medicine Environmental and Occupational Health (PROLEPSIS), Athens, Greece



## ANNEX IV – Follow-up questionnaire for Summer School Cohorts (2015-6-7)



02/08/2017, Pagina 1 di 2

### Questionnaire to the Three ASSET Summer School Cohorts

#### I Summer School on Science in Society related issues in Pandemics – III edition A cross-cultural learning environment

- ✓ 1<sup>st</sup> from September 2015, 21 to 24
- ✓ 2<sup>nd</sup> from June 2016, 15 to 17
- ✓ 3<sup>rd</sup> from May 2017, 30 to June 1



This evaluation questionnaire is an instrument intended to collect feedback from participants in the three ASSET Summer Schools, in order to understand if and to what extent the course attendance has impacted on the professional practice of the participants. The impact is meant as affecting knowledge, skills, attitudes, competencies and capabilities as well as practical aspects from a professional point of view.

The present questionnaire is semi-structured:

- close questions use a numerical scale, in the way that follows: (1= Strongly disagree; 2= Disagree; 3= Neither agree nor disagree; 4= Agree; 5= Strongly agree);
- open-answer questions give you the opportunity to explicitly express your opinions;
- if you consider a question to be irrelevant, please indicate by writing next to it **n.a.** (not applicable).

#### 1.1 Participating in the ASSET Summer School increased my level of knowledge (eg. SiS issues in pandemics and epidemics)

1 2 3 4 5

If your answer is on score 4 or 5, tell us more about it:

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#### 1.2 Participating in the ASSET Summer School increased my skills (eg. How to write a tweet)

1 2 3 4 5

If your answer is on score 4 or 5, tell us more about it:

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02/08/2017, Pagina 2 di 2

### Questionnaire to the Three ASSET Summer School Cohorts

#### 1.3 Participating in the ASSET Summer School increased my attitudes (eg. To be sensitive toward other aspects rather than strictly epidemiological issues when population is interested by a PHEIC occurring)

1 2 3 4 5

If your answer is on score 4 or 5, tell us more about it:

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#### 1.4 Participating in the ASSET Summer School increased my professional practice (eg. To have entered in contact with other networks)

1 2 3 4 5

If your answer is on score 4 or 5, tell us more about it:

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#### 1.5 Please, feel free to indicate everything you think might be of relevance

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*Thanks a lot for your collaboration!*