Implementation Workbook

Developing Messages for Protective Actions
to Take During Earthquake Shaking

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GeoHazards International

USAID
FROM THE AMERICAN PEOPLE

Use of the survey instruments in this workbook must be in accordance with internationally recognized ethical standards and applicable national laws and policies for human subjects research.

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Introduction

GeoHazards International (GHI) prepared the tools in this workbook as part of a USAID Office of Foreign Disaster Assistance (OFDA)-funded project to implement protective actions guidance developed in an earlier USAID/OFDA project. The implementation project took place in Anse-a-Veau, Nippes Department, Haiti. The Government of Haiti selected this location because the south peninsula region had not had prior earthquake safety programs, and an ongoing earthquake swarm was causing great concern among local residents. Earlier versions of the worksheets in this document were used in the Anse-a-Veau implementation, and subsequently revised based on that experience. The examples in this workbook were prepared based on the Anse-a-Veau implementation.

These tools are intended to support local protective actions message development. Editable Microsoft Word versions of the worksheets in this workbook are available at geohaz.org.

Project Planning Worksheet

Instructions

The project planning worksheet is meant to be completed by the project team. The purpose is to clearly identify the project management team members and their roles, the geographic area to be covered by the project, and establish the goals, scope and timeline for the project.

Project Title: _____

Project Time Period: _____

Project Location: _____

Project Objectives: _____

_____

_____

Project Team Members:

_____ _____

_____ _____

_____ _____

_____ _____

Project Partners:

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Project Activities:

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Project Planning Worksheet

Example

Project Title: Implementing Guidance on Protective Actions to Take During Earthquake Shaking in Anse-a-Veau, Haiti

Project Time Period: 2.5 years (2015-2018)

Project Location:

1. Anse-a-Veau, Haiti

Project Objectives:

1. Develop protective actions guidance specific to conditions in Anse-a-Veau, Haiti
2. Conduct communications campaign to disseminate messaging to public
3. Conduct pre- and post-campaign surveys to learn effectiveness of communications campaign

Project Team Members:

1. Haiti Representative, GeoHazards International
2. Field Officer, GeoHazards International
3. Project Manager, GeoHazards International
4. Technical advisors and subject matter experts: BME, SEMANAH , DPC

Project Partners:

1. Comite Thematique Education et Sensibilisation du Public (CTESP), Thematic Committee for Public Education and Awareness
2. Nippes Direction de la Protection Civile (DPC), Directorate of Civil Protection
3. Anse-a-Veau Mayor's Office

Project Activities (implementation tools in parentheses):

1. Conduct pre-project community survey (Community survey instrument)
2. Form Message Development Committee (Message development committee worksheet)
3. Develop and conduct necessary trainings for Message Development Committee members (message development committee member survey instrument)
4. Develop and conduct workshops for Message Development Committee to develop messaging and design communications campaign:
    a. Compile community information (local experiences worksheet, local beliefs and customs worksheet, population exposure worksheet, gender considerations worksheets, vulnerable population groups worksheet)
    b. Compile technical background information (local seismic hazard worksheet, local buildings worksheet)
    c. Develop message content
    d. Determine message forms and design communication campaign

5. Implement communications campaign (communication channels worksheet, communication products worksheet, communication campaign planning worksheet)
6. Conduct post-project community survey and/or focus groups (Community survey instrument)
7. Collect lessons learned from message development committee process through survey, focus groups or interviews with committee members

Message Development Committee Worksheet

Explanation and Instructions

The Message Development Committee Worksheet is meant to be completed by the project team. The purpose is to help the project team identify all important stakeholders and ensure that all the necessary consideration are being made during the messaging development. The Message Development Committee should include people representing each of the following:

Affiliation and Technical Background	**Messaging Consideration**	**Contribution to Messaging**	**Examples**
Organization(s) that will communicate the message	Geographic area or jurisdiction	Geographic area and national context, target area characteristics	Representative(s) of national, state or provincial disaster management agency or civil protection agency, local NGO, UN agency, or INGO
Social science	Beliefs, traditions, customs	Identify potential conflicts with proposed messages or that would affect a person's ability to take protective action; suggest strategies to address barriers	Academic, local leader, or specialist from NGO
Local demographics	Population exposure	Explain where people are located, and when. Speak to needs of groups of people whose livelihood or occupation puts them at unique and high risk; in coastal areas this includes tsunami risk	Local government planning employee; community representative, and if needed, representative of fishing/maritime or mining association
Structural engineering	Local buildings	Knowledge of building stock and earthquake vulnerability, building codes and enforcement, construction quality, can speak to likelihood that buildings will collapse	Professional engineer or academic; may need more than one depending on how many types of buildings and how narrowly specialized the local engineers may be
Earth science	Local earthquake and related hazard	Up-to-date detailed information on local earthquake hazard and site conditions	Professional or academic; may need more than one to cover site conditions and tsunami, landslide hazard
Women	Gender and age vulnerability	Issues faced by women and those frequently in their care(elderly and children), such as tendency to be in hazardous building type or cultural norms affecting ability to take protective actions	Women representative of the local community, local women's organization representative
Communications/ Public Relations/ Marketing	Create and disseminate messages	Guide content into message forms; develop strategy to communicate in the community	Government public information officer, marketing or advertising professional; journalist

Affiliation and Technical Background	Messaging Consideration	Contribution to Messaging	Examples
Local government	Major stakeholder	Explain government's concerns; support the messaging through input and outreach	Civil protection, jurisdiction administration representative
Public health or medicine	Health effects of earthquakes	Understand how local buildings can kill or injure and interpret epidemiological and medical studies	Epidemiologist or emergency medicine/ trauma specialist
Functional and access needs specialist	Needs of people that may need to take different actions	Recommend how main message may need to be customized to meet functional and access needs of all populations	Representative of organization working with people with mobility, sensory or cognitive impairments, preferably with specific needs themselves
Local institution representatives	High occupancy and institutional settings	Recommend how main message may need to be customized for high occupancy or institutional settings	School administrator, hospital administrator, religious leader

Message Development Committee Worksheet

Template

Name & Contact Information	Affiliation	Technical Background	Messaging Consideration	Contribution to Messaging

Message Development Committee Worksheet

Example

Name	Affiliation	Technical Background	Messaging Consideration	Contribution to Messaging
Member 1	Director of City Hall	Local Government	Major Stakeholder	Geographic area and national context, target area characteristics
Member 2	Local Committee of Civil Protection	Disaster Management	Geographic area or jurisdiction	Current programs and past disaster experience
Member 3	Fishing Association	Fisheries	Industry group whose members have tsunami exposure	Exposure of fishers, practicality of actions in proposed messages
Member 4	Regional President of Red Cross	Disaster Management	Major Stakeholder	Current programs and past disaster experience
Member 5	Office of National Identity	Local Demographics	Population Exposure	Demographic information
Member 6	Director of Hospital Jules Fleury	Public Health or Medicine	Health effects of earthquake Institutional Settings	Medical knowledge of post-earthquake health hazards
Member 7	Social and Economic Association	Social Science	Beliefs, traditions, customs	Social acceptance of proposed messaging
Member 8	Media/Conatel	Communications	Create and disseminate messages	Message forms, communication channels
Member 9	Municipal Engineer	Structural Engineering	Building vulnerability	Earthquake vulnerabilities of local buildings
Member 10	Pastor	Religious Studies	Beliefs, traditions, customs	Social acceptance of proposed messaging
Member 11	Inspector of Education	Education	Schools	Messaging for schools
Member 12	Ropanipp (Women's organization)	Gender	Gender and age vulnerability	Gender concerns in messaging
Member 13	Regardnip (Organization for people with special needs)	Access and Functional Needs	Functional and access needs	Knowledge of how proposed actions need customizing for people with access and functional needs

Local Experiences Worksheet

Instructions

This worksheet provides a place to record local experiences with earthquakes and natural disasters that can be leveraged to achieve adoption of protective actions by the community. Experiences can include past earthquakes, earthquake exercises, or other natural disasters. Add rows as needed.

Why collect this information?

People's past experience will give you insights into how they will respond to future events. Understanding how people reacted and how the experienced changed them, will provide insights about how to leverage the experience in disseminating messages.

Experience	Who had this experience?	What did people do?	What did they learn?	How to leverage?

Local Beliefs and Customs Worksheet

Instructions

This worksheet provides a place to record local beliefs and customs that may present barriers to adoption of protective actions by the community, or alternatively, could enhance adoption of protective action. Beliefs and customs could originate in religious beliefs, traditions, cultural values, superstitions, misiniformation, etc. Add rows as needed.

Belief or Custom	**Type of belief/custom?**	**Group(s) holding this belief/custom?**	**How will this belief/custom affect if people believe or perform the recommended action?**	**How to address these barriers or make positive use of this belief/custom?**

Population Exposure Worksheet

Instructions

This worksheet provides a place to record information about where different population groups are at different times. People's vulnerability may change depending on where they are throughout the day. It may be necessary to account for these variations in messaging. Consider whether differences in gender, age, occupation or other characteristics place people in locations where they are more vulnerable. Try to make generalized observations for population groups, as there will always be variations in individual people's situations. In coastal areas, complete a separate worksheet for tsunami exposure.

Time of Day		**For each population group, list where most people in the group are at the specified time of day?**	**Are there any groups with increased vulnerability?**	**How should messaging be modified to account for this vulnerability?**
Weekdays	Morning			
	Afternoon			
	Night			
Weekends	Morning			
	Afternoon			
	Night			
Holidays	Morning			
	Afternoon			
	Night			
Other time of day :				

Gender Considerations Worksheet: WOMEN

Instructions

This worksheet provides a place to record factors specific to women that may affect their ability to adopt protective actions. An all-women group should complete this worksheet. Add rows as needed.

What things make this group more vulnerable to disasters? (location, mobility, cultural, access to information, occupation, etc.)	**What factors would affect this group's ability to take protective actions?** (mobility, etc.)	**How would protective actions guidance be modified to overcome these barriers?**	**What factors would affect this group's ability to receive messaging about protective actions?** (education, literacy, access to information, etc.)	**How should this be accounted for in message dissemination?**

Gender Considerations Worksheet: MEN

Instructions

This worksheet provides a place to record factors specific to men that may affect their ability to adopt protective actions. An all-men group should complete this worksheet. Add rows as needed.

What things make this group more vulnerable to disasters? (location, mobility, cultural, access to information, occupation, etc.)	**What factors would affect this group's ability to take protective actions?** (mobility, etc.)	**How would protective actions guidance be modified to overcome these barriers?**	**What factors would affect this group's ability to receive messaging about protective actions?** (education, literacy, access to information, etc.)	**How should this be accounted for in message dissemination?**

Vulnerable Population Groups Worksheet

Instructions

This worksheet provides a place to record factors for other population groups that are more vulnerable in earthquakes and may not be able to take the recommended protective actions. Add rows as needed.

Population Group	**What makes this group vulnerable to earthquakes?** (location, mobility, cultural, access to information, occupation, etc.)	**What factors would affect this group's ability to take protective actions?** (mobility, etc.)	**How would protective actions guidance be modified to overcome these barriers?**	**What factors would affect this group's ability to receive messaging about protective actions?** (education, access to information, literacy)	**How should this be accounted for in message dissemination?**

Communication Channels Worksheet

Instructions

This worksheet provides a place to identify communication channels for message dissemination. Add rows as needed.

Communication Channel	**Audience**	**Advantages**	**Disadvantages**	**Details for local channels**

Communication Products Worksheet

Instructions

This worksheet provides a place to identify communication products that could be used for message dissemination. Add rows as needed.

Product	Channels	Advantages	Disadvantages	Relative Cost (Low, Moderate, High)

Communication Campaign Planning Worksheet

Instructions

This worksheet provides a place to enter basic information needed to develop a communications campaign plan for message dissemination. In addition, the campaign plan should specify the following for each communication product: who is responsible, the schedule and deadlines, and resources necessary to both develop and disseminate the product.

Campaign name:

Campaign Objective:

Campaign Coordinators:

Campaign Budget:

Campaign Duration:

Campaign Dates:

Campaign Message(s):

Target audience(s):

Campaign Partners:

Local Seismic Hazard Worksheet

Instructions

This worksheet provides a place to record information about the local seismic hazard. This worksheet should be completed beforehand with an earthquake expert familiar with the geographic region. Include references to maps or information sources.

Fault Locations *List active faults that can generate earthquakes affecting the area*	
Earthquake History *List historic and pre-historic earthquakes affecting region*	
Soil Types *Describe soils and how they may amplify shaking*	
Time to take protective actions *Estimate S-minus-P time for various sources (see Hough, 2014)*	
Secondary Hazards *Includes tsunami, fire, landslides, dam or levee failure, release of hazardous materials*	

Local Buildings Worksheet

Instructions

This worksheet provides a place to record information about local buildings. This worksheet should be completed beforehand with a structural engineer familiar with the buildings in the geographic region. Add rows as needed.

Building Type	**Where are these buildings found?**	**Are these buildings vulnerable to collapse?**	**Where are the safest places inside these buildings?**	**Where are the danger zones in these buildings?**	**Are there safe open spaces outside most buildings?**	**Are there enough exits for all people inside building?**

Process and Facilitation Resources

The message development process is an interactive multi-stakeholder process that requires a significant amount of group work. Numerous resources exist to help process facilitators achieve their goals, and to help the message development process go more smoothly. The accompanying guidance document recommends a committee structure designed to be inclusive of stakeholder perspectives and necessary subject matter expertise, while being small enough to allow the main message development committee and the subcommittees to work effectively.

The following lessons from GeoHazards International's implementation of the guidance in Haiti may be useful for facilitators working with message development committees:

- Committee members come from various technical disciplines and will need background papers, briefing documents or presentations in order to develop a basic understanding of key concepts and considerations originating in disciplines outside their own;
- A number of committee members may not be "earthquake professionals" and will need training, reading materials and presentations to build their capacity to understand earthquake basics, risk problems, resilience challenges and issues related to protective actions message development;
- The involvement of people who are "new to earthquakes" is an excellent opportunity to cultivate a group of new advocates for earthquake safety, from areas outside traditional earthquake-related professions;
- In jurisdictions where people are aware of the hazard but don't know what to do about it (due to lack of earthquake safety or preparedness programs), committee members may request advice or help preparing outside of the project scope, but this is also an opportunity;
- A pre-project survey can provide very useful information about hazard knowledge, risk perception, attitudes toward effectiveness of protective actions, trusted organizations, and preferred communication channels;
- A short (two-day) message development workshop is an attractive approach for condensing the key portions of the message development process to accommodate busy schedules of technical specialists and stakeholders, but is not long enough to complete the full message development process unless significant work is shifted to separate meetings before and after;
- Message development for high occupancy settings and people with unique functional or access needs can take place in subcommittees afterward, though key members of the subcommittees should participate in the development of the main message and the message development workshop; and
- Communication strategy development and campaign planning are conceptually separate enough from message content development that they can be effectively handled by a smaller team later in the process.

To accommodate these considerations, facilitators can do the following:

- Give the entire process adequate calendar time of at least six months;

- Plan a series of meetings near the beginning of the project to acquaint committee members with necessary background information, build capacity, and develop a shared understanding of key issues;
- Plan for extra time with technical specialists, so that local participants can have their earthquake safety questions answered and begin to take action to make themselves and their families safer;
- Take the long term view toward earthquake safety if local participants show interest and want to do something right away. Even if it isn't in the project scope or budget, try to find ways to encourage and channel interest into productive interventions in the community; much can be accomplished with "people power" at limited cost;
- Compile as much community information as possible, using the provided worksheets, in meetings prior to the main message development workshop;
- Building vulnerability and earthquake hazard information should be obtained well ahead of time from the relevant technical specialists;
- Because subject matter experts are likely to be well-respected, request that they refrain from expressing personal opinions about earthquake protective actions until an appropriate point in the process, to reduce this source of potential bias;
- Small groups work is an effective way to make progress on key aspects of message development, but it is necessary to provide sufficient to synthesize work from different groups;
- Communications strategy development and campaign planning should take place in one or more separate meetings after the main message development workshop.

Resources for facilitating group work processes are available from a variety of organizations and sources. Message development facilitators should select processes that will be effective in the local sociocultural context. English-language resources include:

- Participatory workshop and process ideas, from many sources including Participatory Workshops, 2002, Robert Chambers with extracts at www.participatorymethods.org; Participatory Methods Toolkit, United Nations University from archive.unu.edu; Jisc guides at www.jisc.ac.uk, American Planning Association at www.planning.org, and the USAID Assist project searchable database at www.usaidassist.org/resources;
- Meeting facilitation techniques and approaches for dealing with difficult participants, available from numerous sources including the USAID Assist project;
- Design thinking approaches, Stanford University, dschool.stanford.edu/resources; and
- Consensus-building strategies originally developed for conflict resolution, available from many sources including the Consensus Building Institute, www.cbi.org/resources.

Pre-Project Knowledge, Attitudes and Practices (KAP) General Public Survey Instrument

This survey instrument was developed by Dr. Michelle Meyer, Louisiana State University, and is used with permission. This survey and consent forms are also available in Haitian Creole.

Recommendations for using this Survey Instrument

Team:
Survey research should be led by a qualified professional, such as a sociologist or public health researcher. Appropriately trained native speakers of the local language(s) should lead any focus groups for testing, and should field the survey. A native speaker with an understanding and experience of research protocols is recommended.

Human subjects research clearance and research ethics:
The lead researcher should obtain clearance from the appropriate agency or Institutional Review Board. For example, Louisiana State University's Institutional Review Board reviewed and provided clearance for GeoHazard's International's use of this survey instrument in Haiti. Ensure that all surveyors follow ethical practices (e.g., obtaining informed consent).

Pre-testing the survey:
It is good practice to pre-test the survey questions with a focus group representative of likely respondents, to ensure that questions are worded clearly and understandable. This is especially important if the survey instrument has been translated from another language. We recommend at least 2 focus groups, with 5-10 people in each. We recommend both men and women (potentially, with one focus group of men and one of women due to power dynamics that may prevent women from speaking in mixed groups). We recommend that all discussions in these be audio recorded and translated verbatim. We recommend that 4 researchers fluent in the native language lead the focus groups. 1 person will direct the focus group and the other 3 will take notes. These focus groups should first take the survey individually. Then they should go through every question and describe how they understood the question and any problems with EACH question.

Sampling:
If possible, obtain a random sample using standard techniques. Random sampling could include a random sample of addresses (if available), or a systematic sample in which surveyors go down each street selecting each 3rd, 5th, or 10th house (depending on the density of housing). If no one is available at the selected house, the neighboring house should be tried. If doing pre- and post-intervention surveys, there should be a control group in a similar jurisdiction that does not receive the intervention. Communication campaigns and awareness programs should not be carried out in the control group location. The control location should not be close enough or have population transfer (such as for work). Minimizing the number of people in the control location who have contact with the experiment group is required.

Fielding the survey:
Field the survey at times when the people in the sample are likely to be at home, and it will be convenient for them to respond. Avoid holiday periods when segments of the local population may travel or people from outside the area may visit. All sampling should occur by going door-to-door at times appropriate to capture respondents (such as after work or on weekends). All selected houses should be attempted to collect surveys at least twice, preferably three times. Surveyors should ensure

that every respondent lives in the selected community. Both pre- and post-intervention surveys should be fielded in the EXACT same way – same time of day, same streets, same protocol to avoid biasing the results. The surveyors should check in with the lead researcher every morning and every evening of data collection to report about the day.

Data analysis:

The lead researcher should oversee and ensure the quality of data analysis and reporting of results.

Example Consent Form (to be translated into local languages)

You are invited to participate in our study on earthquake protective action messaging entitled, [insert title] funded by [insert funding organization name] and conducted by [insert implementing organization name]. Protective actions are those actions that people take, while an earthquake is occurring, to protect themselves from injury or death.

Purpose: We are surveying residents to find out about the different protective action messages in [insert location]. We are asking you, as a resident, about how often you hear different messages and from what agencies. Your responses along with other residents of your country will allow us to provide advice to government agencies about how to better reach the public with these important messages.

Activities: If you choose to participate, there are about 50 questions that should take you about 20-25 minutes to complete. We would really appreciate your participation, and by clicking on the button below you are giving permission for us to use your responses for research purposes. If you click yes below, I will begin asking you the questions.

Benefits: There are no direct benefits for participating. The information you and others provide will be used to help develop useful messages on how to prepare for an earthquake and protect yourself from harm.

Voluntary and Confidential: Your participation in this study is voluntary and you must be over 18 years of age to participate. You do not have to answer anything you do not want to and you may stop participating at any time. At no point will your name be associated with the responses you provide. Information about you will be kept confidential to the extent permitted or required by law. People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the [insert Institutional Review Board name] may access your records to make sure the study is being run correctly and that information is collected properly. The data without personal identifying information will be provided to [implementing organization] upon completion of data analysis.

Risks: You must be over 18 years of age to participate. The things that you will be responding to in the survey create no more risks than you would come across in everyday life. Aside from your time, there are no costs for taking part in the study.

For Questions: If you have questions or concerns, please go ahead and ask us. Or you can email [insert sociologist name and contact information]. For questions about your rights as a research participant; or if you have questions, complaints, or concerns about the research, you may call the [insert name of Institutional Review Board] office at [insert phone number] or email [insert email address]. The survey results will be available about one year from the completion of data collection on our website: [insert website address]. Please keep this information card for your records.

Thank you!
[Insert name and contact information of researcher and implementing organization contact]

Survey Instrument

APPENDIX A: SURVEYS

[DO NOT READ] Section A. Previous Earthquake Experience

The following questions ask about your experiences and thoughts about earthquakes and what to do during an earthquake. Please answer to the best of your ability.

1. Have you experienced an earthquake before?

❍ Yes ❍ No

[DO NOT READ] If No Is Selected, Then Skip To Section B. Earthquake Drill Experience
If Yes is Selected, continue to # 2.

2. Where were you when the earthquake happened? [Mark only one below]

❍ In a residential home and awake
❍ In a residential home and asleep
❍ In a workplace building
❍ Inside a public building or other community building
❍ Outside [Skip to question 4]
❍ Driving [Skip to question 5]
❍ Do not remember
❍ Other [If select other, write their response here]: _____

3. If you were inside a building, what did you do when the earthquake began? [Mark only one. Then Skip to #6]

❍ Took shelter under a sturdy object (such as a table) or practiced Drop, Cover and Hold On
❍ Ran out of the building
❍ Triangle of Life
❍ Went to a safer area of the building
❍ Got in a doorway
❍ Went to room where other household members were
❍ Covered head and neck with pillow (if asleep)
❍ Nothing
❍ Do not remember
❍ Other, [If select other, write their response here]:_____

4. If you were outside, what did you do when the earthquake began? [Mark one, then Skip to # 6]

❍ Crouched down on the ground
❍ Moved away from buildings or walls
❍ Nothing
❍ Do not remember
❍ Other, [If select other, write their response here]:_____

5. If you were driving, what did you do when the earthquake began?

- ❍ Pulled to side of road in a safe space
- ❍ Ran out of car
- ❍ Other, [If select other, write their response here]:_____
- ❍ Nothing
- ❍ Do not remember

6. Were you or a family or household member injured during that earthquake?

- ❍ Yes
- ❍ No

7. Was the building you lived in damaged or destroyed in that earthquake?

- ❍ Yes
- ❍ No

[DO NOT READ] Section B. Earthquake Drill Experience

8. Have you been in an earthquake drill or practiced what to do in an earthquake in the past 2 years?

- ❍ Yes
- ❍ No
- ❍ Do not know

[DO NOT READ] Section C. Knowledge of Earthquake Risk

9. Which of the following events concerns you the most? [select one]

- ❍ Hurricane
- ❍ Earthquake
- ❍ Household or Neighborhood Fire
- ❍ Tsunami
- ❍ Landslide
- ❍ Flood

10. Thinking about this city, in the next 5 years, do you think an earthquake will "very likely occur," "somewhat likely occur," or "not likely" to occur?

- ❍ Very Likely
- ❍ Somewhat Likely
- ❍ Not Likely

[DO NOTE READ] Section D: Behaviors

11. I'm going to read a list of actions. During a future earthquake, which one of the following actions would you do to protect yourself from injury?

- ❍ Drop, Cover, and Hold on
- ❍ Take shelter under a sturdy object (such as a table)
- ❍ Run out of the building
- ❍ Triangle of Life
- ❍ Get in a doorway
- ❍ Go to a safer area of the building
- ❍ Do not know
- ❍ Other, [If select other, write their response here]: _____

[DO NOT READ] If Do not know Is Selected, Then Skip To Section E: Messages Heard

12. How did you hear or learn about that action? Did you hear about it at: [Say each item below and allow the person to respond yes or no. Check all those that are "yes"]

- ❑ Newspaper
- ❑ Radio
- ❑ Television,
- ❑ Government websites
- ❑ Nongovernmental organization (NGO) websites
- ❑ Email
- ❑ Social media (e.g., Facebook, Twitter)
- ❑ Printed flyers or brochures or billboards
- ❑ In school
- ❑ At work
- ❑ From family or friends
- ❑ Sound truck
- ❑ Megaphone
- ❑ None of these
- ❑ Other, [If select other, write their response here]:_____

[DO NOTE READ] Section E: Messages Heard

The following few questions ask about different messages you may or may not have heard about what to do during an earthquake. Please answer to the best of your ability.

13. In the past 6 months, have you heard or seen any of these messages about what to do during an earthquake? Have you heard or seen the message: [Read each message listed below and check all the messages that the person says he or she has heard or seen.]

- ❑ Drop, Cover, and Hold on
- ❑ Run out of the building
- ❑ Triangle of Life
- ❑ Take shelter under a sturdy object (such as a table)
- ❑ Get in a doorway
- ❑ Go to a safe zone in the building
- ❑ None
- ❑ Other, [If select other, write their response here]:_____

[DO NOT READ] For each message they say selected in question 13 above, ask the following set of questions. If they did not select a message above, skip it in the questions below. If None Is Selected in #13 above, Then Skip To #17.

14. In the past 30 days, about how many times have you seen or heard:

	None	1-2 Times	3-4 Times	5 or More Times
"Drop, cover, and hold on"				
"Run out of the building"				
"Triangle of Life"				
"Take shelter under a sturdy object"				
"Get in a doorway"				
"Go to a safer area of the building"				
Other				

15. Do you recall any specific organization, for example, DCP, Haitian Red Cross, a UN agency, or some other organization, providing the following messages: [Read only those messages they selected in question 13, leave others blank. If they do not recall any organization, write "none".]

"Drop, cover, and hold on"? [write in the response]_____

"Run out of the building" [write in the response]_____

"Triangle of life" [write in the response]_____

"Take shelter under a sturdy object" [write in the response]_____

"Get in a doorway" [write in the response]_____

"Go to a safer area of the building" [write in the response]_____

"Other" [Write in the response]_____

16. Where have you most commonly heard or seen the following message? [Read each option for the messages they selected in #13. Check the box that they say they have most commonly heard or seen this message.]

	Drop, cover, and hold on	Run out of building	Triangle of life	Take shelter under a sturdy object	Get in a doorway	Go to a safer area of building	Other
At school							
At work							
Flyers or billboards or brochures							
Radio							
TV							
Newspaper							
Websites							
Email							
Social media							
Sound truck							
Megaphone							
From friends or family							
Other: [If select other, write their response in box]							
Do not remember							

17. Have you heard of a Municipal Contingency Plan or Municipal Evacuation Plan?

❍ Yes ❍ No

[DO NOT READ] Section F: Knowledge of Effectiveness of Protective Actions

For the next few questions, I will ask how effective you think different actions are in protecting you from harm in an earthquake.

18. Do you think "DROP, COVER, HOLD ON" is Very Ineffective, Somewhat Ineffective, Somewhat Effective, or Very Effective in protecting you from harm in an earthquake?

❍ Very Ineffective ❍ Somewhat Ineffective ❍ Somewhat Effective ❍ Very Effective ❍ Do not know

19. Do you think "RUNNING OUT OF THE BUILDING" is Very Ineffective, Somewhat Ineffective, Somewhat Effective, or Very Effective in protecting you from harm in an earthquake?

❍ Very Ineffective ❍ Somewhat Ineffective ❍ Somewhat Effective ❍ Very Effective ❍ Do not know

20. Do you think "THE TRIANGLE OF LIFE" is Very Ineffective, Somewhat Ineffective, Somewhat Effective, or Very Effective in protecting you from harm in an earthquake?

❍ Very Ineffective ❍ Somewhat Ineffective ❍ Somewhat Effective ❍ Very Effective ❍ Do not know

21. Do you think "GETTING IN A DOORWAY" is Very Ineffective, Somewhat Ineffective, Somewhat Effective, or Very Effective in protecting you from harm in an earthquake?

❍ Very Ineffective ❍ Somewhat Ineffective ❍ Somewhat Effective ❍ Very Effective ❍ Do not know

22. Do you think "GOING TO A SAFER AREA OF THE BUILDING" is Very Ineffective, Somewhat Ineffective, Somewhat Effective, or Very Effective in protecting you from harm in an earthquake?

❍ Very Ineffective ❍ Somewhat Ineffective ❍ Somewhat Effective ❍ Very Effective ❍ Do not know

23. Do you think "TAKING SHELTER UNDER A STURDY OBJECT" is Very Ineffective, Somewhat Ineffective, Somewhat Effective, or Very Effective in protecting you from harm in an earthquake?

❍ Very Ineffective ❍ Somewhat Ineffective ❍ Somewhat Effective ❍ Very Effective ❍ Do not know

[DO NOT READ] Section G: Trust in Messaging Officials

24. On a scale of 1 to 4, with 1 being Do Not Trust at all to 4 being Trust a lot, how much would you trust a message about what to do during an earthquake from the following agencies or organizations? I will read each agency. If you have never heard of the agency, please tell me.

[Read list of organizations and mark the response in the correct box.]

	Do Not Trust At All (1)	Distrust (2)	Trust (3)	Trust Very Much (4)	Have not heard of
National Directorate of Civil Protection					
Local Directorate of Civil Protection					
CTESP (Thematic Committee in Charge of Public Education and Awareness)					
Haitian Red Cross					
American Red Cross					
Canadian Red Cross					
German Red Cross					
Secretary of Special Needs					
Caritas					
CRS (Catholic Relief Services)					
Local City Government					
Academic institution in Haiti					
Communications or marketing consultant					
Another country's disaster management agency					
UNDP (United Nations Development Programme)					
USAID					

[DO NOT READ] Section H: Messaging Preferences

25. From the following different ways of receiving information about earthquakes and other disasters, please indicate whether you prefer to receive information this way or not. [Read each option and mark if the response is yes, they prefer to receive information this way.]

_____ School

_____ Workplace

_____ Radio

_____ Newspaper

_____ Television

_____ Social media (e.g., Twitter, Facebook, etc.)

_____ Billboards w

_____ Other, [If select other, write their response here]:

_____ Flyers or brochures

_____ Government websites

_____ Nongovernmental organization (NGO) websites

_____ Friends and family

_____ Sound truck

_____ Megaphone

_____ From the person who owns the building

26. Have you spoken with your household members about what to do during an earthquake?

❍ Yes ❍ No

27. Have you talked with your household members about how you will reunite after a disaster?

❍ Yes ❍ No

28. Have you talked with your household members about what to do in other disasters, such as a flood, hurricane, fire, landslide or tsunami?

❍ Yes ❍ No

29. Have you prepared a family emergency kit or a "go bag" (First aid kit, battery-operated torch, and battery operated radio...)?

❍ Yes ❍ No

30. Have you identified items inside your home that may fall and harm you during earthquake shaking?

❍ Yes ❍ No

31. Have you secured or relocated items inside your home to prevent them from falling and harming you during earthquake shaking?

❍ Yes ❍ No

32. Have you attended a meeting about disaster preparedness?

❍ Yes ❍ No

33. Have you attended first aid training?

❍ Yes ❍ No

34. Have you talked with people in your community about what to do during an earthquake?

❍ Yes ❍ No

Please indicate your level of agreement with each of the following statements:

35. Nothing can be done during an earthquake to protect yourself from harm. Do you:

❍ Strongly agree ❍ Agree ❍ Disagree ❍ Strongly Disagree

36. God's will determines whether I live or die in an earthquake. Do you:

❍ Strongly agree ❍ Agree ❍ Disagree ❍ Strongly Disagree

37. Experience with an earthquake is the only way to know how to prepare for one. Do you:

❍ Strongly agree ❍ Agree ❍ Disagree ❍ Strongly Disagree

38. Natural disasters are God's punishment to humans. Do you:

❍ Strongly agree ❍ Agree ❍ Disagree ❍ Strongly Disagree

[DO NOT READ] Section I: Demographics

This is the last section. Please answer a few questions about you.

39. What is your gender?

❍ Male ❍ Female

40. What is your age? _____

41. What type of house or building do you live in?

❍ Single story home (only a ground storey)

❍ Multi-story home (ground plus one or two storeys)

❍ Multi-story apartment or condo building

❍ Other, [If select other, write their response here]:_____

42. Is your house on a plateau, hillside or plain?

❍ Yes, hillside ❍ Yes, plateau ❍ Yes, plain ❍ None of these

43. Do you have a job outside the home?

❍ Yes ❍ No

44. What is the highest level of formal education you completed?

❍ None

❍ Less than 1st Fundamental level

❍ 1st Fundamental level

❍ 2nd Fundamental level

❍ Secondary school

❍ More than secondary school or university

45. How many persons live in your household? _____

46. How many children live in your household? _____

47. Please estimate how much money your household made last month? _____

48. Do you have a disability (functional or physical, sensory, or mental)?

❍ Yes ❍ No

49. Does anyone else in your household have a disability (physical, sensory, or mental)?

❍ Yes ❍ No

50. Does your household have: [Check all that apply]

❍ Electricity

❍ A radio

❍ A TV

❍ A phone (mobile or landland)

51. In the past week, how many times have you read a newspaper?

❍ None ❍ 1-2 Times ❍ 3-4 Times ❍ Almost daily

52. In the past week, how many times have you listened to the radio?

❍ None ❍ 1-2 Times ❍ 3-4 Times ❍ Almost daily

53. In the past week, how many times have you watched the television?

❍ None ❍ 1-2 Times ❍ 3-4 Times ❍ Almost daily

54. In the past week, how many times have you used the internet (on a computer, phone, or tablet)?

❍ None ❍ 1-2 Times ❍ 3-4 Times ❍ Almost daily

Thank you for your time. We are very grateful for your help.