Community Alert Project (CAP)

Communications Strategy - 2014-2016

For communities in Dominica, Grenada, St. Vincent & the Grenadines

Final Report

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The Project
The Community Alert Project (CAP) is designed to enhance community resilience and demonstrate a coherent approach to emergency alerting by a) improving awareness to natural hazards and the associated preparation and response protocols and b) demonstrating the Common Alerting Protocol (CAP) as a process to improve community alerting.

The project will directly benefit approximately 31,000 residents living in six pilot communities with a wider reach and application expected in the three pilot countries - Dominica, Grenada, St. Vincent & the Grenadines - and other Caribbean states. The European Commission has committed project funding until November 2014 through its Humanitarian Aid and Civil Protection Directorate General (DIPECHO).

Project is expected to:
- Improve awareness in pilot communities to natural hazards through enhanced public education and awareness building initiatives
- Reduce vulnerability of pilot communities to natural hazards through the enhanced alerting protocols and processes including multiple warning media to realize wider reach
- Enhance national capacities for public warning following improved capacity for public warning

The CAP Project is implemented by the United Nations Development Programme (UNDP) Barbados and the Organization of Eastern Caribbean States (OECS), and is coordinated with the work of the National Disaster Offices in Dominica (DOM), Grenada (GRD) and St. Vincent & the Grenadines (SVG), the National Red Cross Societies (Grenada, Dominica, St. Vincent and the Grenadines), and the DIPECHO-funded Volcanic Risk Reduction Project implemented by the International Federation of Red Cross (IFRC).
Introduction
This Communications Strategy is a required outcome of the Community Alert Project which will provide the six pilot communities and the country’s respective Disaster Agencies with suggested approaches and tools to achieve the stated communication objectives by project end in December 2014. The CAP communications approach is designed to be flexible so as to supplement existing public information efforts in the country, and to sustain public awareness and education (PAE) on emergency warning in the medium term - until about 2016.

The strategic pillars that structure the communications approach for the CAP Project are based on the foundation of education in primary and secondary schools supplemented by outreach and awareness activities, and reinforced by training and practice exercises to test and evaluate learning. It is suggested that the project’s impact and reach could be expanded with the use of leveraging existing pilot country programs and initiatives; sharing resources with stakeholders, communities and countries; as well as building capacity in disaster offices, in the media and with media owners. Consistent messages would link to common psychological behaviour patterns rather than specific disaster scenarios. These patterns would tell people what to do and how to act when an alert is issued.

Stakeholder surveys and workshops with approximately 130 people in all pilot communities identified the following six (6) products and two (2) services as viable PAE options: education coordinator, first responder training, large billboard, fact sheets, early warning information for electronic use (web, Facebook), small & medium sized posters and stickers.

Pending budget considerations, these CAP communication products and services are expected to be produced by November/December 2014. The UNDP Barbados and the OECS will be responsible for producing the short-term products and for working with the country project focal points who will oversee and manage CAP project communications, including the work of the temporary education coordinator. Country disaster offices will be responsible for all medium-term public awareness and education activities.

Methodology
This communications strategy is based on current emergency/crisis communications research and best practices. It is informed by meetings, interviews, surveys and workshops with approximately 130 stakeholders between April and June 2014 in Barbados and with six communities in three countries: Dominica, Grenada, St. Vincent & the Grenadines.

Key sources of information for this communications strategy include:

1. **The CAP Public Awareness & Education Workshop Report (July 2014)** – Approximately 60 people attended the CAP PAE workshops conducted in June 2014 by Ms. Judith Szabo, CAP Public Awareness and Education/Communications Specialist in each of the three pilot countries: St. Vincent & the Grenadines, Dominica and Grenada. Themes that emerged during workshop discussions included the scope and focus of public awareness and education initiatives for the CAP project, the differentiation between short and medium- to long-term visions, the sustainability of PAE actions and the role politics plays in achieving communication goals.
Using feedback mechanisms such as small group and large group discussions, a PAE Product Questionnaire\(^1\) and a UNDP workshop evaluation, workshop participants recommended various products and services, branding, slogan and nomenclature, messages and evaluation and monitoring mechanisms to encourage project success. Pictures taken of workshop proceedings can be found at the following link - [https://www.dropbox.com/sh/phttaqcpbwo2xwyy/AADmQ5sf3Qnbksf3ASE5-GKsa](https://www.dropbox.com/sh/phttaqcpbwo2xwyy/AADmQ5sf3Qnbksf3ASE5-GKsa)

2. **The CAP PAE Assessment** – The Public Awareness and Education/Communications Specialist held meetings and interviews with 69 stakeholders in April and May 2014 in four countries (19 stakeholders in Dominica, 29 in Grenada, 19 in St. Vincent & the Grenadines, 2 in Barbados).

Interviews took place with disaster agency focal points or managers; senior public servants; media; key influencers & community representatives; local government and representatives from government ministries in health, education, social welfare, information, mobilization, information & communications technology (ICT); school principals and teachers, the fire, police departments and the coast guard; health centre; NGOs including the Red Cross; infrastructure organizations (electricity); meteorological organizations; and tourism authorities. See Appendix 2 for a list of people interviewed.

Based on research, best practices, and interviews with focal points and stakeholders in pilot communities, a total of 37 products and 15 services were identified in the draft CAP Communications Strategy as viable PAE options for the six pilot communities. Workshop participants then reviewed this list in June 2014 and provided feedback as to their key PAE priorities.

3. **The communications strategy and the lessons learned document** - *A Winning Campaign – Public Outreach in Early Warning: Lessons Learned in Caribbean Small Island Developing States*\(^2\), published in 2012 for the Overseas Countries and Territories (OCTs) Regional Risk Reduction Initiative (R3i) *STAY SAFE* campaign. The project was funded by the European Union for the period January 2009 - December 2011 with the UNDP Barbados and the OECS as the implementing partner.

The OCTs R3i project covered the English and Dutch Overseas Countries and Territories in the Caribbean region, a total of nine territories: Anguilla, Aruba, Cayman Islands, Curacao, Montserrat, Sint Maarten, Turks and Caicos, Virgin Islands, and the Caribbean Netherlands/BES Islands (Bonaire, Saba and St. Eustatius). This project sought to address the risk and exposure of these small islands by providing a network of regional infrastructure, programmes, policies and protocols to strengthen their capacity to predict and prepare for natural hazards, thus improve resilience and reduce risk and subsequent loss.

The comprehensive project included four major activity groups for the four pilot countries of Anguilla, Aruba, Montserrat and Sint Maarten:

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\(^1\) A draft of the Selection Sheet for Workshop participants can be found in Appendix 1. Each participant will be asked to rank the list of viable PAE products and services from 1 to 10, 1 being the highest and 10 being the lowest.

Group A – Policy & Planning  
Group B – System Design & Validation  
Group C – System Design, Formulation & Implementation  
Group D – Briefings, Trainings & Public Education

Key areas of responsibilities in these four activity groups included:

- Documentation of policy and legislation, alert procedure and responsible agencies and recommendations about implementation of CAP-based alert and warning tools and dissemination systems.
- Recommendations of new technologies and policy frameworks, Early Warning System (EWS) alert tools procurements, and the development, branding, and launch/implementation of an EWS public outreach and education strategy.

4. The 2013 Tsunami Public Awareness and Education Strategy for the Caribbean and Adjacent Regions, developed under the Enhancing Resilience to Reduce Vulnerability in the Caribbean (ERC) initiative, funded by the Government of Italy.

The Tsunami PAE Strategy focused on building long-term education and awareness on how to prepare and respond to tsunamis for countries in the Caribbean and adjacent regions. It was the first time that a tsunami awareness and educational strategy of this scope and magnitude had been developed for this region. It was the result of over seven months of extensive research, analysis and integrated consultation and feedback from over 30 PAE practitioners in all relevant regions - particularly from Central America and South America in 2012 and 2013.

The strategy took into account lessons learned from recent disasters, the US Tsunami Program and lessons learned and best practices from the Stay Safe early warning component of the UNDP-implemented Regional Risk Reduction Initiative (R3I) for 11 English and Dutch Overseas Countries and Territories (OCTs).

In May 2013 meeting held in Trinidad and Tobago, the Tsunami PAE Strategy was reviewed and ratified by UNESCO’s Intergovernmental Coordination Group for the Tsunami and Other Coastal Hazards Warning System for the Caribbean and Adjacent Regions (ICG/CARIBE EWS).

The Tsunami PAE Strategy now serves as a harmonized approach to tsunami public awareness and education in countries and territories from the Caribbean and adjacent regions. Long-term implementation results of this framework are expected to standardize messaging, increase information flow, strengthen cooperation, and bring regional continuity amongst countries and partners.

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4 This includes the extended region from Mexico, the Caribbean, Central America and the shores of South America – a total of 32 Member States and 16 Territories.
Community Overview
In the course of doing the communications assessment, it became clear that since many of the communities lie close together without official boundaries or demarcation, eight rather than six communities were observed which will likely benefit from the project:

- Dominica (DOM) – Portsmouth (2nd largest town, north-west of island, population about 3,300)
- Grenada (GND) – Marquis, Soubise, Grenville (central east, population about 3,000 of which approximately 10% or 300 are fisher folk)
- St. Vincent & the Grenadines (SVG) – Kingstown (capital in the south), Owia (north-east), Union Island (two communities: Ashton, Clifton). Population of the four communities is about 25,000.

While each island is unique with cultural differences, there are many similarities in context, geography, topography and vulnerabilities. Anecdotal demographic information in pilot communities identifies an average family size of about five to six people with many female single-parent households. Vulnerable populations such as the infirm, elderly, disabled or impaired generally live with their extended family unit and as such, have been found, for the purposes of this project, not to require special public awareness or education needs.

The Carib communities in Dominica and to a lesser extent in SVG are considered resident islanders due to intermarriage with other cultures over centuries. They have also not been found to require differentiation in communication approaches or information tools.

In general, residents in the pilot communities including youth, are very people-oriented, and have high literacy and aptitude for colourful visuals, graphics and videos as opposed to text. Most people have access to mobile telephones; a much smaller percentage use smart phones and an even smaller percentage of those have data plans. Smart phones are most often used in WiFi areas. The most recent edition of the World Bank’s World Development Indicators Report shows that residents in all three countries own more than one cell phone: Dominica has 152 mobile subscriptions to every 100 people; St. Vincent has 124 and Grenada has 121.5

English is the most spoken language for all three islands with the addition of French in Dominica due to its proximity to two French-speaking islands: Guadeloupe and Martinique. The Creole dialect is recommended as an auditory communication option in Dominica.

Communication Goals
- To develop awareness and knowledge of the early warning system in each pilot community
- To educate and create awareness of behaviour actions to take in an emergency situation
- To reconfirm the role, and strengthen the communications capacity of the disaster agency in each community
- To develop through education, a sustainable approach in each community to emergency alerting and natural hazards.

Strategic Considerations

A. Strong disaster and alerting protocols strengthen long-term PAE efforts: Based on the technical and the communications assessments which took place in March and April 2014, pilot countries are in various stages of preparedness for the CAP-based emergency alerting system with regards to policies, standard operating procedures (SOPs), disaster management legislation, regulations and monitoring. While the implementation and ratification of legislative and regulatory requirements for an early warning system is outside the scope of the CAP project, the uncertainty of not having key foundation items could reflect on disaster office reputation and other communication management and messaging issues.

Concurrent with pending country EWS policy, planning and system design initiatives, pilot country disaster systems often operate based on the strength of personal relationships. This can be counterproductive when using a CAP system (e.g., automatic cell broadcast), and could negatively affect the reputation of the disaster office should relationships go sour and/or when people change jobs. PAE messaging could also be affected if an evacuation alert is issued and people don’t know where to go because an official evacuation plan does not exist.

Lessons learned during the UNDP Regional Risk Reduction Initiative (R3i) Project demonstrate that it is vitally important to have emergency alerting protocols and regulations in place before the CAP system is implemented.

“One of the most important takeaways/measure of success from this project is the value for each country to have standard operating procedures for emergency response and public alerts during emergencies,” stated Kathleen Imhoff, Team Leader for the R3i project in 2011-2012. “This point is so essential, I’d like to repeat it again. The real key to a successful Early Warning System (EWS) is clarifying in advance 1) who gets the warning first, 2) how quickly that warning is shared with emergency responders and the public and 3) what actions need to be taken.

“For those countries who are looking to implement an EWS, or be part of the next phase of the R3i project, take it from us...communications protocols need to be in place to automate through information & communications technology (ICT). An automated EWS is based on many crucial country requirements. These include strong legal and regulatory foundations, communications protocols, identification of current and future plans for system technologies, frequent training of emergency personnel and sustained public outreach and education.”

B. Bolstering Disaster Office reputation and community connections: Disaster Offices in pilot countries report directly to the Ministry of National Security or the Ministry of National Security, Disaster Management and Information. The seems to be a perception by many communities that Disaster Offices are politicized which has in turn caused community polarization of volunteer efforts, and support and cooperation on Disaster Office governance committees, depending on which party is in power. Subsequently, it appears that there is a loose, nebulous or little official connection between the disaster office and the pilot communities in two of the three pilot countries. As this relates to public awareness and education, the potential information gap affects five of the eight

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7 St. Vincent & the Grenadines, and Dominica
8 Grenada
communities, with two of the five having difficulty recruiting and sustaining a District or community group despite the Disaster Offices’ numerous attempts.

Governance structures through the National Emergency Advisory Council’s (NEAC) subcommittees on Public Awareness and Education could be strengthened with respect to subcommittee members’ access and understanding of the subcommittee’s mandate. Subcommittees could also take advantage of its leadership role to exercise its mandate to design and update a public information and education strategy for the country. One way to do this is for PAE subcommittees to become working groups with active participation by all members with full accountability to the Disaster Office so that it can fulfill its mandate to develop and help implement the island disaster strategy.

There is a need for a strengthened relationship between the Red Cross Society and the National Disaster office in two of three pilot countries with respect to collaboration and sharing of information. Clear understanding of roles and expectations will be needed before and during an emergency.

Studies show that before they act, people seek consensus and validation from many sources, such as friends, experts, public authorities, respected community leaders, radio, television and web sites. It will be important to build the credibility of the National Disaster Office so that during emergencies, citizens are able to differentiate authoritative Disaster Office/government alert messages from the sometimes competing, inaccurate and voluminous information originating from the public, media and social media traffic.

C. Building communications capacity in Disaster Offices: Several of the pilot countries have benefited from PAE training and disaster campaigns from CDEMA, and other international donors. Currently, only one of three Disaster Offices has a dedicated communications resource but for which public education in communities is not part of the job responsibilities. As a consequence, most Disaster Office employees multitask and engage in various forms of PAE. They readily state that an information gap exists between the Disaster Agency and communities, as does a gap in implementing and coordinating awareness activities with various community stakeholders who engage in public awareness activities often on a reactive basis and without consistency. One option is for the CAP project to help build this capacity in each of the pilot country Disaster Offices.

D. Flow through and consequences of pilot project community(ies) vs. rest of island: Disaster messages in pilot communities as an outcome of this project could also result in these messages being shared throughout the island. Conversely, other communities on the island may exert pressure on the Disaster Agency and the government to also receive the Common Alerting Protocol technology and communication tools.

E. Lengthy government process: With emergency alerting public awareness, government is in an excellent position to be leading initiatives that help save lives. Many interviewees commented on the length of time it takes to action projects such as the three-year delay in website development and updates for two separate departments involved in alerting. There is also widespread agreement that it would be ineffectual to get approval by the Ministry of Education to institute curriculum changes to include alerting and disaster preparedness material.

Eg: Grenada - AusAid funded Institutional Support and Capacity Building for Disaster Management in the Caribbean Project (2007-2010).
F. **Regional and international gaps:** Several cross-cutting communication gaps were identified by regional stakeholders and the UN. Caribbean PAE professionals indicate a regional weakness in evaluation and quality control, as well as long-term planning.\(^{10}\) In 2006, a UN survey on early warning systems found gaps in inadequate political commitment and responsibility; limited understanding of risk vulnerabilities; failure to address the public's values, interests and needs; ineffective engagement of the media and the private sector; lack of participatory approaches with over-reliance on centralised government direction and limited engagement of civil society, NGOs and the private sector; and a lack of integration of lessons learned from previous warnings.\(^{11}\)

**Communications Approach**

Lessons learned from the 2011 Japanese tsunami and the 2010 Chilean tsunami show that public awareness and education is effective in providing the public with information and the actions needed to save lives. Disaster preparedness however, is behaviour-based. Effectively changing behaviours requires consistent efforts for between five and ten years before the actions are ingrained and automatic. Studies have shown that the same locally-based messages for behavioural actions must come from a variety of sources so that they will motivate people to do what they think others are doing in their communities.

Unless the messages connects to the individual, “you can talk and talk and talk and it will never go in,” one stakeholder stated. A recent CDEMA public education/awareness strategy found similar behavioural findings using the concept of a mental cage, based on stakeholder interviews and moderated consultative sessions with consumer focus groups.

The communications approach for the CAP Project will focus on using consistent messages **linked to common psychological behaviour patterns rather than specific disaster scenarios.** These patterns would tell people what to do and how to act when an alert is issued.\(^{12}\) The following are the five standardized responses for the public to use in ANY emergency:

- “Shelter-in-Place”
- “Restricted Area”
- “Prepare to Evacuate”
- “All Clear”
- “Evacuation Planning Guide”

The CAP communications approach recognizes that while social media and technology are at the forefront of disaster alerting and preparedness, best practices on the three pilot islands show that during real emergencies when the cell towers and the electricity lose their functionality, it was good old-
fashioned basic alerting systems that were fail-safe. A sustainable CAP Communications Strategy maintains the original character of island culture and tradition by reinforcing redundant and basic alerting mechanisms such as training on different church bell rings, supporting amateur radio and emphasizing people, and children and youth in particular.

**Key Messages (suggest use of 3 messages maximum)**

CAP PAE Workshop participants from three countries endorsed the use of the above recommended behavioural action messages. They stressed that messages should have emotional appeal and be as positive as possible to ensure sustainability.

All workshop participants had an opportunity to input into the process and a group discussion took place that coalesced thinking and opinions about the following core messages relative to the various audiences targeted.

The following core messages are recommended for each country:

**Awareness**
- Disaster awareness is a matter of life or death. Are you prepared?
- I’m prepared for disasters. Are you?

**Early Warning System**
- The Early Warning System (use approved name) helps protect you and your family. *Be Safe.*
  (use country-specific slogan)

**Business**
- Make it your business to protect and sustain your business!

**Strategic Pillars**

The foundation for the CAP communications strategy lies with the pillar of education in primary and secondary schools. It is supplemented by outreach and awareness activities to specific target audiences and reinforced by training and practice exercises to test and evaluate learning. Suggestions to leverage existing pilot country programs and initiatives with the CAP project, in addition to sharing resources with other stakeholders, communities and countries could stretch the impact and reach of the CAP project at minimal cost. CAP project success could be determined in large measure by the extent of educational outreach in pilot buddy schools towards which a capacity building recommendation has been provided.
STRATEGIC PILLARS

In Communicating the Community Alert Project (CAP)

In the pages that follow, ideas and examples are found under each of the pillars, along with recommended service and product options.
• Adapt primary and secondary education curriculum to include alerting information in pilot communities, pilot countries (English, social studies, geography)
• Develop teacher training guide/lesson plans/tool kits/booklet on emergency alerting and disaster preparedness for supplemental classroom use
• Create pilot buddy schools so that at least one secondary and one primary school in each pilot community are tied or joined. The schools can be used to "try out" new alerting PAE or educational initiatives. The buddy system could also work for secondary schools from different pilot communities in the same country.
• Identify drills/exercises/games/products that can reinforce alerting behaviours
• Train community teachers then train the trainers
• Regularly use House and daily assemblies, school periods to educate
• Elect a disaster representative for each school
• Create school disaster committees (mixed composition: teacher, administrator, facilities manager, one student from each grade) to implement school safety plans and awareness
• Create Disaster Preparedness Clubs or after school programs as fun destinations with a purpose eg: amateur radio training
• Institute a Certification Program in Disaster Preparedness, similar to Community Emergency Response Team (CERT) certifications. Make it applicable to all OECS/Caribbean countries.
• Institute/reinforce competitions (eg: Quiz Competition for primary students (GRD); Comprehensive Disaster Management Youth Champion Competition (GRD); Comparative disasters: what was the action taken, what could have been done differently
• Summer Camps (with for example: youth groups, police youth groups)
• Use Disaster Office TV shows as education shows
• Develop with students, a "Disaster Challenge" for secondary schools in pilot communities. Each grade has a different action list of things to complete including community outreach and social media projects. They receive a gold star for each completed task and a certificate at the end of year if all the tasks are completed. Schools can Skype with buddy schools in the other pilot countries for ideas, and regional outreach.

Recommended Products/Services:

Services [3 services]
1. Funding to hire a local Education Coordinator at each Disaster Office for four (4) months to work exclusively on developing and coordinating educational and outreach initiatives in the CAP pilot community(ies). [1 service x 3 = 3 services]
2. Use of Shared Services [see section below]

Electronic Pieces [4 products]
3. One minute Animated Video on alerting and emergency warning systems (English for each country plus French for Dominica) [4 products]

Promotional Items: [5 products]
4. Banner with slogan for front of classrooms in buddy primary and secondary schools [1 product]
5. Certificate frames (1 for each country, with branding & Disaster Office information). Useful for CERT, teacher and student accomplishments [1 product x 3 = 3 products]
6. Wrist bands (for parents and students [1 product]
### Outreach

#### Target Audiences

**Community**
- Key community influencers and representatives
- Women’s groups
- Business (Chamber of Industry and Commerce, Indian Business Association, banks, coops, credit unions)
- Fisherfolk: Coops eg: Calliaqua Fisherfolk Coop (SVG), National Fisherfolk Organization (all islands)
- Tourism businesses (local/district tour companies, restaurants, hotel and tourism associations, marine and yachting association, water taxi operators, diving associations)
- Churches, mosques (religious designate, congregations)
- Media & media owners (also see Training section)
- First responders

**National**
- National, local politicians
- Red Cross

**Regional, International** (keep entities looped in and ensure reciprocal awareness is done through website and Facebook updates, press releases, speech modules & other cross-promotion)
- UNDP, CDEMA, Caribbean Tsunami Information Centre (CTIC)

### Outreach Methods

<table>
<thead>
<tr>
<th>Presentations, forums</th>
<th>Workshops (at people's place of work)</th>
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<tbody>
<tr>
<td>Rallies</td>
<td>Whistlestops</td>
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<td>Certification ceremonies for students, CERT</td>
<td>Train the trainers</td>
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<tr>
<td>Family fun activities</td>
<td>Day camps</td>
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<tr>
<td>Flash mobs</td>
<td>Song competition</td>
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<tr>
<td>Street theatre/ market skits</td>
<td>Drama/skit with audience participation (top SVG)</td>
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<td>Signs, bulletin boards, billboards</td>
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### Recommended Products:

**Information Pieces [18 products]**
1. Alert Response Fact Sheets
   (Shelter In Place, Evacuation, Prepare to Evacuate, All Clear) [4 products x 3=12 products]
2. Brochure [1 product x 3 = 3 products]
3. Early Warning System Introduction Page for Disaster Office websites [1 product x 3 = 3 products]

**Marketing Pieces [7 products]**
4. Poster [small 5x8 format x 3= 3 products]
5. Billboard/bulletin board [1 format for each country and 2 boards per community = 3 products]
6. Bumper sticker [1 product]

### Recommended Products/Services:

**Services [12 services]**
1. CAP Technical Advisor to conduct training for First Responders [1 service x 3 = 3 services]
2. Disaster Office Education Coordinator to organize key churches to develop and regularly implement community training on church bell alerting sounds [1 service x 3 = 3 services]
3. Hire a Media Expert to conduct 2 trainings – to media owners and to media on alerting [2 services x 3 = 6 services]

**Information Pieces [3 products]**
4. Disaster Office CAP Education/Outreach Coordinator to develop a media contact reference list for disasters/emergencies [1 product x 3 = 3 products]
The CAP project could be leveraged with existing programs and initiatives in the pilot countries. This could give rise to increased partnerships, wider awareness, better coordination of existing resources, and better sharing of information more effectively, efficiently and with reduced cost. The following potential opportunities were identified in each of the pilot countries.

<table>
<thead>
<tr>
<th>ALL COMMUNITIES</th>
<th>DOMINICA</th>
<th>GRENADE</th>
<th>ST. VINCENT &amp; THE GRENADINES</th>
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</table>
| **1** Use certified Community Emergency Response Team (CERT) graduates from the pilot communities for an all-risk, all-hazard training and knowledge to do outreach.  
Train the trainer to do community outreach. | As a result of our meeting, a secondary school principal will put disaster awareness on the agenda for the July 2015 meeting in Dominica of the 250 member strong Caribbean Association of Secondary School Principals. | The World Bank’s Regional Disaster Vulnerability Reduction Program strengthens regional collaboration for urban and flood risk reduction. Consultants will develop a generic disaster preparation plan for all school levels, conduct several train the trainer sessions and develop a school vulnerability assessment tool. | The World Bank’s Regional Disaster Vulnerability Reduction Program strengthens regional collaboration for urban and flood risk reduction. Consultants will develop a generic disaster preparation plan for all school levels, conduct several train the trainer sessions and develop a school vulnerability assessment tool. |
| **2** Sea safety training offered by the Fishing Department and Coast Guard | USAID/OFDA-funded School & University Safety Program - School Safety Course (SSC)  
To provide participants with the knowledge and techniques that will enable the promotion, design, development, evaluation, and systematization of safety plans in schools. | July 2014 – 3rd Executive Symposium for Innovators in Coastal Tourism. About 150 CEOs and senior managers from North, Central America and the Caribbean will take part in this Caribbean Tourism Association event. |  |
| **3** - Police Week  
- Fire Week  
- Disaster/Hazard Week  
- International Day for Disaster Risk Reduction (second Wednesday in October) | DIP Echo-funded Volcanic Risk Reduction Project implemented by the International Federation of Red Cross (IFRC). Will do a 1 day media training working. | Prime Minister was named Comprehensive Disaster Management Champion in February 2014.  

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13 The Community Emergency Response Team (CERT) Program educates people about disaster preparedness for hazards that may impact their area and trains them in basic disaster response skills, such as fire safety, light search and rescue, team organization, and disaster medical operations. Using the training learned in the classroom and during exercises, CERT members can assist others in their neighborhood or workplace following an event when professional responders are not immediately available to help. CERT members also are encouraged to support emergency response agencies by taking a more active role in emergency preparedness projects in their community.

14 When his administration assumed office a year ago, the Prime Minister of Grenada said the government will not drastically change the leadership or staffing at the National Disaster Management Agency (NaDMA). As CDM Champion, he declared that he will do all he can to ensure that there are Comprehensive Disaster Management policies and strategies for every form of disaster through all aspects of the disaster management cycle: prevention and mitigation, preparedness, response and recovery and that it “involves all our sectors—public and private, with the understanding that survival is everyone’s business.”
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<th>Leverage</th>
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<tr>
<td>4</td>
<td>Police and Fire outreach programs and radio shows</td>
<td>Red Cross website launch in June/July 2014 on first aid and disaster hazard information</td>
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<tr>
<td>5</td>
<td>Facebook page updates</td>
<td>As a result of our meeting, an ICTY representative offered the Disaster Office the use of a <em>story booklet on volcanos</em>.</td>
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<tr>
<td>6</td>
<td><strong>Red Cross Caribbean Disaster Risk Management Resource Centre</strong> was established in 2010 in Barbados to advance a key Red Cross regional priority: to overcome a lack of consolidated CBDRR knowledge available to government agencies and civil society organizations</td>
<td><strong>Caribbean Community Resilience to Disaster Risk (CCRDR) project</strong> (Red Cross, IFRC, CIDA). The Dominica Red Cross Society completed KAP surveys, VCAs, First Aid training and CDRT training with five communities (Layou, Mero, Dulanc, Warner, Marigot) in the first year of this project.</td>
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There is a wide range of resources that are available free of charge from other communities of practice, portals, organizations and countries. Efficiencies and resources could be maximized and pilot communities benefit from using shared resources ‘as is’ or slightly adapted to meet community needs. The following are a few product areas with high sharing potential.

- **Videos** (CTIC has CDs from Japan tsunami, Red Cross, other Disaster Offices)
- **Simulation exercises** (from Red Cross, other communities, other islands)
- **Disaster curriculum lessons and advice** from OECS countries
- **Teacher training kits & resources**

- **YouTube** – *Stay Safe Emergency Warning System videos* for Anguilla, Sint Maarten, Montserrat & Aruba - [https://www.youtube.com/user/staysafeca/videos](https://www.youtube.com/user/staysafeca/videos)
- **YouTube** – *Pacific Tsunami Warning Centre* [http://www.youtube.com/user/PacificTWC](http://www.youtube.com/user/PacificTWC)
- **YouTube** - *Earthquake Preparedness Channel* [http://www.youtube.com/user/TheEarthquakeChannel/videos](http://www.youtube.com/user/TheEarthquakeChannel/videos)

**Communities of Practice**: There are several informal or formal communities of practices to exchange PAE information, best practices and work together across regions and countries. Appendix 3 lists a partial list of resources, including information portals, some links of which are duplicated below.

One community is ISDR’s *Global Media Network for Disaster Risk Reduction* - [http://groups.preventionweb.net/scripts/wa-PREVENTIONWEB.exe?AO=DRRMEDIA-L](http://groups.preventionweb.net/scripts/wa-PREVENTIONWEB.exe?AO=DRRMEDIA-L). As one of the few international disaster repositories, documents and products could be shared on ISDR’s [www.Preventionweb.net](http://www.Preventionweb.net) although reports indicate that it is not widely used and the search engine is weak. However, the success of this type of system also relies on users to supplement the database.

There are also several regional databases in which products can be added and shared such as CDEMA’s site at [www.weready.org/tsunami](http://www.weready.org/tsunami), DIPECHO’s site at [http://www.cpps2-int.org/tsunamidemo/](http://www.cpps2-int.org/tsunamidemo/) CRID’s site at [http://www.cridlac.org/esp_recursos_unesco_docs_tecnicos.shtml](http://www.cridlac.org/esp_recursos_unesco_docs_tecnicos.shtml) and organization sources such as the French Red Cross tsunami’s site at [http://pirac.croix-rouge.fr/catalogue/hazard-8-1-tsunami.html](http://pirac.croix-rouge.fr/catalogue/hazard-8-1-tsunami.html) and ITIC’s Awareness and Education section at [http://itic.ioc-unesco.org/index.php?option=com_content&view=category&layout=blog&id=1075&Itemid=1075&lang=en](http://itic.ioc-unesco.org/index.php?option=com_content&view=category&layout=blog&id=1075&Itemid=1075&lang=en).
Products & Services

Products/services to promote and educate target audiences on the CAP project have been chosen to provide multiple functions. Products also engage a varied target audience, correspond to a full media continuum (social, print, broadcast, web), are flexible and adaptable to country cultural and language needs, and have the capability to expand into future products (materials for a medium-term public education campaign).

The following products and services are recommended for communities in each CAP country. With one exception (stickers), items on the list are in declining order of priority according to Workshop participants. Proposed supply and delivery costs will determine final selection and quantities.

- **Education Coordinator** for a three to four month period ending no later than 31 December 2014. A Statement of Work will be developed for the Education Coordinator to focus on implementing several of the school-specific educational activities outlined in the Education Pillar of the CAP Communications Strategy 2014-2016, as well as the suggestions recommended in the country-specific workshops. The Education Coordinator would report to the National Disaster Office CAP Focal Point and the Director of the National Disaster Office and would be required to submit a monthly report to the UNDP on work completed to facilitate payments. Workshop participants in one country recommended a full-time communications person be employed at the Disaster Office.

- **Large billboard**
- **Training: first responders**
- **Fact Sheets**
- **Early Warning information to use for a Web page and/or Facebook page** (Disaster agencies/schools would be responsible for creating and/or uploading this information on their relevant pages)

- **Small poster**
- **Brochure**
- **Stickers (for students & adults) with the slogan** eg: I’m prepared for disasters – R U? Or Stay Safe / Be Safe / Be Prepared

Other PAE projects/services identified in this strategy but not chosen by the communities can be considered possible options for disaster offices to use over the duration of the CAP PAE Strategy. They however would most likely not be able to be completed under the CAP project. Further information on products and services are found under each of the strategic pillars that structure the communications approach for the CAP project.

Branding & Format

Pilot community stakeholders and best practices from several Caribbean alerting and disaster communication campaigns recommend products that are heavy on colour and visuals, with a minimum of text and technical information. The following is a compilation of the branding/format decisions and recommendations made by CAP PAE Workshop participants in June 2014.

i) **R3i Graphics, Visuals**

   A) **CAP Workshop participants agreed that R3i “Stay Safe” graphics and visuals were well suited to their Caribbean culture(s) with the following suggestions:**
   - don’t use the “disco” (multi-coloured) top and bottom borders framing the Warning System name on the R3i posters (Dominica)
   - use a red background behind the warning system name
B) The R3i colours are acceptable but caution should be made to not use an extreme amount of the colours associated with political parties eg: yellow, green. The current configuration of R3i colours is acceptable.

C) Use more local disaster photos relevant to the country and to the communities

ii) **Language** – It was agreed that English is to be used in all communities except in Dominica where French would be added. Creole was also recommended in Dominica for radio public service announcements.

iii) **Nomenclature** – Identifying a name for an early warning system affects not only the CAP community(ies) but it also has long-term effects for the entire island. **It is therefore recommended that each name agreed to at the CAP PAE Workshops be brought to the respective country’s approval body for review and final decision. Please note that until a final decision is made by each country, CAP PAE products cannot be finalized and put into production.**

- St. Vincent & the Grenadines = Emergency Warning System
- Dominica = Emergency Alerting System
- Grenada = Participants were split regarding naming the system. Eight participants, including both community members, suggested using the term “Emergency Warning System” while five participants preferred the term “Early Warning System”. The UNDP provided a short overview of the issue to NADMA’s Executive Director to bring to the Emergency Advisory Council for review and decision.

   Note that nomenclature for the three pilot countries and Anguilla under the R3i project were:
   - Anguilla, Aruba, Sint Maarten = (Country Name) Early Warning System
   - Montserrat = Montserrat Alerting System

iv) **Slogan** – Another community slogan suggestion was **U-Safe?**

- R3i (4 countries) & Dominica – Stay Safe
- SVG – Be Safe
- Grenada – Be Prepared. Mainly because there is a song of the same name that is popular in-country.

v) **Cultural Identity**

   v.i) **Mascot** – One country (Grenada) suggested using a mascot to personify alerting and disaster preparedness messages. The use of mascots as a visual reminder of behavioural alerting practices could be successful if there is community (perhaps later national) participation in its development and creation eg: school competition, village competition to design him/her for use in PAE material including videos. Grenada suggested using CRAPAUD the disaster preparedness frog because of a popular saying on the island “If you’re not prepared, Crapaud smoke your pipe.” This is similar to a mascot inspired disaster preparedness campaign in New Caledonia featuring Ti’Pwen, the turtle.¹⁵

   vii) **Jingles** – A few countries recommending using jingles due to the preponderance of musical influences in the countries.

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¹⁵ The French Red Cross in New Caledonia created Ti’Pwen, the turtle, who is teaching children on the island about preparedness measures and how to be safe. The 2011-12 campaign included a Guide, a Family Plan, and PAE products including a fan, posters, a bookmark, a Risk game, and an activity book geared to children between 8 and 10 years old. It was accompanied with educational outreach to schools in various areas and included a drama play and a visual model simulation of a tsunami. [http://www.cdema.org/cdmconference/presentations/2012/session_2b/Laurent_Chambrial.pdf](http://www.cdema.org/cdmconference/presentations/2012/session_2b/Laurent_Chambrial.pdf)
**Recommendation:** That Disaster Offices incorporate country cultural context into medium-term PAE initiatives such as jingle creation, song competition, mascot identification and development, drama skit, video.

**Evaluation**

The CAP project focuses on assessment and implementation, and not evaluation of PAE initiatives. Ideally, evaluation metrics are directly related to the fulfillment of communication goals.

According to the UNDP Handbook, planning, monitoring and evaluation processes should be geared towards ensuring that results are achieved—not towards ensuring that all activities and outputs get produced as planned.\(^{16}\)

The majority of PAE workshop participants agreed that monitoring and evaluation mechanisms used for the CAP project coalesce in three main areas:

1. Community & community leader meetings, dialogues and discussions, focus groups and random surveys to assess knowledge.  
   **Recommendation:** that each community meet with the top 10 community leaders/influencers at least three times between June 2014 and the end of the project to discuss the CAP project

2. Web metrics (number of page views by month)

3. Number of first responders trained.  
   **Recommendation:** that for each community, one seven-member community CERT team of first responders be trained in CAP alerting implementation and protocol.

\(^{16}\) Handbook on Planning, Monitoring and Evaluating for Development Results, United Nations Development Programme (UNDP)  
## Appendix 1 – Selection Sheet for Communication/PAE Products & Services

### Selection Sheet for Communication/PAE Products & Services

**Representative:**

**National:**

(Indicate the name of your organization)

**Community:**

**SVD:** Kingstown, Owia/Sandy Point, Union Island; **DOM:** Portsmouth; **GND:** Grenville, Soubise, Marquis

(Please circle the name of the community you represent)

Based on the CAP-based Early Warning System Workshop presentation and related discussions in June 2014, I recommend the below communication/PAE products and/or services to be implemented by the CAP project in the short term, and for consideration by Disaster Offices for implementation in the medium term.

Choose 10 items only from each column in this list and rank each on a scale of 1 to 10 with 1 representing your most preferred PAE product or service for the pilot community(ies) and 10 is the lowest.

<table>
<thead>
<tr>
<th>Public Awareness and Education (PAE)/Communications Product/Service</th>
<th>Recommendations for Short Term PAE (until Dec 2014)</th>
<th>Recommendations for Medium Term PAE (2015-2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Education Coordinator at each Disaster Office for three (3) months to work exclusively on developing and coordinating educational and outreach initiatives in the CAP pilot community(ies).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One minute Animated Video <em>(English for each country plus French for Dominica)</em></td>
<td></td>
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</tr>
<tr>
<td>Banner with Slogan <em>(for front of classrooms in buddy primary and secondary schools)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate Frames <em>(One for each country, with branding &amp; Disaster Office information)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrist bands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four Alert Response Fact Sheets <em>(eg: Shelter in Place, Evacuation, Prepare to Evacuate, All Clear)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brochure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web page describing the Early Warning System &amp; community pilot project for disaster office websites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poster <em>(small)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Billboard <em>(large - on the road)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bulletin Board <em>(smaller – for outside)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bumper Sticker</td>
<td></td>
<td></td>
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<tr>
<td>Song competition</td>
<td></td>
<td></td>
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<tr>
<td>Drama/skits</td>
<td></td>
<td></td>
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<tr>
<td>Training for First Responders</td>
<td></td>
<td></td>
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<tr>
<td>Training for Journalists on alerting</td>
<td></td>
<td></td>
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<tr>
<td>Training for Media Owners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Contact Reference list <em>(for disasters/emergencies)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training on church bell alerting sounds <em>(training conducted by the community)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preferred product or service not listed. Please reference here:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## GRENADA

**3 Communities: Grenville, Soubise, Marquis**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Role</th>
<th>Organization/Department</th>
<th>Address/Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Kathy-Ann Morain</td>
<td>Community Programme Officer</td>
<td>National Disaster Management Agency (NaDMA)</td>
<td>Fort Fredrick, Richmond Hill St. George's, Grenada Website: <a href="http://www.gov.gd/departments/nadma.html">www.gov.gd/departments/nadma.html</a></td>
</tr>
<tr>
<td>Ms. Victoria Hughes</td>
<td>P.R, Information &amp; Education Officer, Consultant</td>
<td>National Disaster Management Agency (NaDMA)</td>
<td></td>
</tr>
<tr>
<td><strong>10-15 people</strong></td>
<td>Includes President, Secretary, Treasurer, PR Committee Member</td>
<td>Marquis National Disaster Committee (NaDMA Community Group)</td>
<td></td>
</tr>
<tr>
<td>Mr. Francis St. Hilaire (?)</td>
<td>District Disaster Coordinator</td>
<td>National Disaster Management Agency (NaDMA)</td>
<td></td>
</tr>
<tr>
<td>Mr. Terence Walters</td>
<td>National Disaster Coordinator (Ag.)</td>
<td>National Disaster Management Agency (NaDMA)</td>
<td></td>
</tr>
<tr>
<td>Mr. Jerry Lewis</td>
<td>Telecommunications Officer</td>
<td>National Disaster Management Agency (NaDMA)</td>
<td></td>
</tr>
<tr>
<td>Mr. Terry Charles</td>
<td>Director General</td>
<td>Grenada Red Cross Society</td>
<td></td>
</tr>
<tr>
<td>Mr. Sean Alexander</td>
<td>Driver</td>
<td>National Disaster Management Agency (NaDMA)</td>
<td></td>
</tr>
<tr>
<td>Mr. John Mitchell</td>
<td></td>
<td>Fire Department, Royal Grenada Police Force</td>
<td></td>
</tr>
<tr>
<td>Mr. Osmond Griffith</td>
<td></td>
<td>Coast Guard, Royal Grenada Police Force</td>
<td></td>
</tr>
<tr>
<td>Mr. F. Drougon (sp?)</td>
<td>Central Division</td>
<td>Royal Grenada Police Force</td>
<td></td>
</tr>
<tr>
<td>Mr. M. Francois</td>
<td>Assistant Commissioner (ACP)</td>
<td>Royal Grenada Police Force</td>
<td></td>
</tr>
<tr>
<td>Mr. H. Buckinne (sp?)</td>
<td>Communications</td>
<td>Royal Grenada Police Force</td>
<td></td>
</tr>
<tr>
<td>Ms. Tonya Hyacinth</td>
<td>Speech Language Pathologist</td>
<td>Ministry of Education &amp; Human Resource Development Special Education Desk, Education Complex, Botanical Gardens Tanteen, St. George's</td>
<td></td>
</tr>
<tr>
<td>Mr. Trevor Boutya</td>
<td>Senior Information Officer</td>
<td>Government Information Services</td>
<td></td>
</tr>
<tr>
<td>Ms. Carlene Pezar</td>
<td>Deputy Chair</td>
<td>Welfare Voluntary Service Sub Committee, NEAC</td>
<td></td>
</tr>
<tr>
<td>Senator Winston Garraway</td>
<td>Parliamentary Secretary with Responsibility for Information (GIS Dept)</td>
<td>Government of Grenada</td>
<td></td>
</tr>
<tr>
<td>Ms. Lana McPhail (sp?)</td>
<td>Permanent Secretary</td>
<td>Ministry of National Security, Disaster Management and Information, Government of Grenada</td>
<td></td>
</tr>
</tbody>
</table>
Mr. Albert Munro  | Forecaster  | Meteorological Office, Maurice Bishop International Airport Grenada
Mr. Gerald Tamar (sp?)  | Forecaster  | Meteorological Office, Maurice Bishop International Airport Grenada
Mr. Kurt Williams  | IT Manager  | Meteorological Office, Maurice Bishop International Airport Grenada
Ms. Pancy Cross  | Executive Director  | Grenada Hotel & Tourism Association P.O. Ocean House Building, Morne Rouge Box 440 St. George, Grenada Website: www.ghta.org Marketing Website: www.gogrenada.gd

**DOMINICA**

1 Community: Portsmouth  | NEPO= National Emergency Planning Organization

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Role</th>
<th>Organization/Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Steve Joseph</td>
<td>Programme Officer (A.g)</td>
<td>Office of Disaster Management Jimmit Website: <a href="http://www.odm.gov.dm">www.odm.gov.dm</a></td>
</tr>
<tr>
<td>Mr. Don Corriette</td>
<td>National Disaster Coordinator (A.g)</td>
<td>Office of Disaster Management</td>
</tr>
<tr>
<td>Mr. John Brumant (Peppy, Kriks)</td>
<td>Acting Leading Fireman</td>
<td>Fire and Ambulance Services Northern District, Dominica</td>
</tr>
<tr>
<td>Mr. Wayne Abraham</td>
<td>1) Coordinator, Public Seismic Network (PSN) 2) Owner, Roots FM – community radio station</td>
<td>City of Portsmouth Unofficial ODM representative in the North.</td>
</tr>
<tr>
<td>Mr. Ronald Austrie</td>
<td>Principal</td>
<td>Portsmouth Secondary School</td>
</tr>
<tr>
<td>Mr. Teddy Wallace</td>
<td>Principal</td>
<td>Roosevelt Douglas Primary School</td>
</tr>
<tr>
<td>Dr. Juliana Magloire Ph.D</td>
<td>Principal</td>
<td>St. John’s Academy Rodney St. Portsmouth (private Catholic secondary school with primary school attached)</td>
</tr>
<tr>
<td>Mr. Kelvin John</td>
<td>Teacher - Spanish, French, English, Social Studies</td>
<td>St. John’s Academy Rodney St., Portsmouth</td>
</tr>
<tr>
<td>Mr. Mandela D. Christian</td>
<td>Programme Officer</td>
<td>Office of Disaster Management Dominica</td>
</tr>
<tr>
<td>Mr. Mervin Paul</td>
<td>Senior Information Officer</td>
<td>Government Information Services (GIS)</td>
</tr>
<tr>
<td>Mr. Marshall Alexander</td>
<td>Senior Met Office (Ag) Chair, NEPO Public Relations &amp; Education Sub-Committee</td>
<td>Dominica Meteorological Service</td>
</tr>
<tr>
<td>Mr. Emmanuel Joseph</td>
<td>Content Manager, Senior Web Developer</td>
<td>Information &amp; Communications Technology Unit, Establishment, Personnel and Training Department, Minister responsible for the Public Service.</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Contact Information</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mr. Clement Richards</td>
<td>President</td>
<td>Bouzai Productions&lt;br&gt;P.O. Box 0891&lt;br&gt;Mahaut, Dominica (DM)&lt;br&gt;Website: <a href="http://www.bouzaiproductions.com/">www.bouzaiproductions.com</a></td>
</tr>
<tr>
<td>Mr. Glenice Garraway</td>
<td>Building Seper/ D.Con (?)</td>
<td>DOMLEC – Dominica Electricity Services</td>
</tr>
<tr>
<td>Ms. Nikelle Theophille</td>
<td>News Reporter</td>
<td>KAIRI FM</td>
</tr>
<tr>
<td>Mr. Kirshena Joseph</td>
<td>Reporter</td>
<td>DAVibes&lt;br&gt;Vibes Radio</td>
</tr>
<tr>
<td>Ms. Kathleen Pinard-Byrne</td>
<td>Director General</td>
<td>Dominica Red Cross</td>
</tr>
<tr>
<td>Ms. Kelly Bruno</td>
<td>Technical Team</td>
<td>20th Bath Road&lt;br&gt;Roseau</td>
</tr>
<tr>
<td>Mr. Yoland Jno Jules (John Joes)</td>
<td>Chairman, President</td>
<td>DALCA - Dominica Association of Local Community Authorities&lt;br&gt;Local Government Office&lt;br&gt;High Street</td>
</tr>
<tr>
<td>Mr. Marc Comas</td>
<td>Project Coordinator</td>
<td>Volcanic Risk Reduction Project</td>
</tr>
<tr>
<td>Mr. Cleave Smith</td>
<td>Mayor</td>
<td>City of Portsmouth</td>
</tr>
<tr>
<td>Mr. Robert Tonge</td>
<td>President</td>
<td>Dominica Association of Industry and Commerce (DAIC)&lt;br&gt;P. O. Box 85&lt;br&gt;14 Church Street,&lt;br&gt;Roseau, Dominica</td>
</tr>
<tr>
<td>Mr. Jonathan Vidal Jon</td>
<td>President &amp; owner-operator of Jon Vee Tours</td>
<td>Dominica Hotel and Tourism Association&lt;br&gt;17 Castle Street, Roseau&lt;br&gt;Website: <a href="http://www.dhta.org">www.dhta.org</a></td>
</tr>
</tbody>
</table>

### ST. VINCENT & THE GRENADINES

3 Communities: Owia Point/ Sandy Bay; Ashton/ Union Island; Kingstown/ Arnos Vale

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle Forbes</td>
<td>Deputy Director</td>
<td>National Emergency Management Agency (NEMO)</td>
</tr>
<tr>
<td>Mr. Cheyne (Shain) Coombs</td>
<td>IT Technician</td>
<td>NEMO</td>
</tr>
<tr>
<td>Mr. SPG Mahanama</td>
<td>Telecomm Officer</td>
<td>NEMO</td>
</tr>
<tr>
<td>Howie Prince</td>
<td>Director</td>
<td>NEMO</td>
</tr>
<tr>
<td>Mr. Glaston Lavia “Buddy Lavé”</td>
<td>Community Development Officer, North Winward District</td>
<td>Ministry of Mobilization</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Organization/Position Details</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ms. Yoland London</td>
<td>Community Development Officer, Kingstown</td>
<td>Ministry of Mobilization</td>
</tr>
<tr>
<td>Ms. Karen Nero</td>
<td>Community Development Officer, East St. George District</td>
<td>Ministry of Mobilization</td>
</tr>
<tr>
<td>Mr. André Liverpool</td>
<td>1) President 2) Vice-President</td>
<td>Univershall Rastafarian Movement Inc. Goodwill Fishermen Cooperative (national)</td>
</tr>
<tr>
<td>Mr. Winfield Tannis-Abbott</td>
<td>1) National Project Officer 2) Member 3) Member</td>
<td>1) South Coast Marine Park in Calliaquoi 2) Calliaquoi Fisherfolks Cooperative 3) National Fisherfolk Organizatoin</td>
</tr>
<tr>
<td>Mr. Bernard Marksman</td>
<td>Director General</td>
<td>St Vincent &amp; Grenadines Red Cross</td>
</tr>
<tr>
<td>Ms. Ingrid Lavia</td>
<td>1) Grade 2 school teacher for 28 yrs in Owia 2) President 3) President 4) Secretary</td>
<td>1) on secondment until Sept 2) South Owia Park 3) Owia Committee Partnership Group 4) Owia Community Disaster Response Team (CBRT)</td>
</tr>
<tr>
<td>Mr. St. Clair Lewis</td>
<td>Chairperson</td>
<td>Owia Community Disaster Response Team (CBRT)</td>
</tr>
<tr>
<td>Mrs. Sherma Selby-Adams</td>
<td>District Leader</td>
<td>Government of SVG Donaldson, Union Island, SVG YW470</td>
</tr>
<tr>
<td>Ms. Christobel Ashton</td>
<td>Consultant, Social Policy &amp; Programs</td>
<td>St. Vincent &amp; the Grenadines Red Cross</td>
</tr>
<tr>
<td>Mr. Stanford Coy</td>
<td>Community Leader Chair, District Committee, Emergency Management</td>
<td>NEMO, Union Island (volunteer)</td>
</tr>
<tr>
<td>Mr. Cletus Forde</td>
<td>Staff Nurse</td>
<td>Union Island Health Centre</td>
</tr>
<tr>
<td>Sgt. Ashley Francis</td>
<td>Station Chief</td>
<td>Union Island Police Station</td>
</tr>
<tr>
<td>Mrs. Vernette Olliverre</td>
<td>Principal</td>
<td>Union Island Secondary School Clifton, Union Island</td>
</tr>
<tr>
<td>Mr. XX</td>
<td>Executive Director</td>
<td>Tobago Cays Marine Park Clifton, Union Island</td>
</tr>
<tr>
<td>Ms. Valmay Williams</td>
<td>Shelter Manager</td>
<td>Red Cross Committee – Community Disaster Response Team (CDRT) Clifton, Union Island</td>
</tr>
<tr>
<td>Ms. Kristy Shortte</td>
<td>Administrative, Research Assistant</td>
<td>SusGren – Sustainable Grenadines Clifton, Union Island</td>
</tr>
<tr>
<td>Mr. Roseman Adams</td>
<td>Business Owner</td>
<td>Union Island</td>
</tr>
</tbody>
</table>

**REGIONAL STAKEHOLDERS & CONSULTANTS**

<table>
<thead>
<tr>
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Appendix 3 – List of Resources (partial)

The following were evaluated as being good resources for PAE officers to know about, use and add to, and perhaps adapt, as needed. Along with identifying comprehensive portals of disaster information, there are many resources dedicated to information on tsunamis, floods and storm surges. This list is not/not exhaustive and always benefits from input so that information sources remain evergreen.

PORTALS OF GOOD INFORMATION:


CDEMA, Disaster Preparedness website – http://weready.org/tsunami/ In English only. The extensive site has information on most disasters and includes an Education Section for teachers, a Kid’s Section, a Media and a Business section, and multimedia and audio visual aids.

Plataforma Virtual del Sistema Regional de Alerta de Tsunamis http://www.cpps2-int.org/tsunamidemo/ In Spanish only. The site includes interactive, multimedia information, and education materials for the Pacific Southeast countries of Chile, Colombia, Ecuador and Peru.

This technology portal is a platform to strengthen the Regional Tsunami Warning in this region and improve communication mechanisms against the risk of a tsunami, between the Ministries of Education, the Centers for Tsunami Early Warning, Institutes and Centers Seismological National Disaster Risk Management in Chile, Colombia, Ecuador and Peru. This site will also serve as a tool for the exchange of documents, experiences and information. This platform has been developed by the South Pacific Permanent Commission (CPPS), with support from the Regional Office of Education for Latin America and the Caribbean (OREALC), in partnership with the Intergovernmental Oceanographic Commission UNESCO (IOC).

CRID - El Centro Regional de Información sobre Desastres (Regional Disaster Information Centre for Latin America and the Caribbean) - http://www.cridlac.org/esp_recursos_unesco_docs_tecnicos.shtml This database of (mostly) Spanish language materials focus on tsunami preparedness for various audiences, including: teachers, students, community members and emergency officials.

CRID - Information Toolkit with 5 Modules (Module #3 = Products & Information Services). http://toolkit.cridlac.org/ In Spanish only. This “toolbox” has five (5) modules that guide you step-by-step in creating information products, services and disaster risk information in a virtual environment, and provides the tools to develop them.

French Red Cross – In English, French & Spanish. Whole site of PAE materials on multiple hazards including tsunamis (31 documents in multiple languages and multiple sources) - http://pirac.croix-rouge.fr/catalogue/hazard-8-1-tsunami.html

PUBLIC INFORMATION PRODUCTS (REVIEWED):

Common Behavioural Messaging Fact Sheets – The following fact sheets used five standardized responses for the public to use in ANY emergency: “Shelter-in-Place”, “Restricted Area”, “Prepare to Evacuate”, and “All Clear”, in addition to an “Evacuation Planning Guide”. It was an original PAE element of the early warning system component of the R3I project; one that had never been done before. All fact sheets introduced common messaging and information adapted to the local context in five (5) languages: Dutch, English, French, Papiamento and Spanish. Click on each of the links and search for “Alert Action Fact Sheets” and “Evaluation Guide” for each of the four pilot countries.


The Tsunami Smart® Campaign – http://weready.org/tsunami/ In English only.
The following products were created in 2009 as part of the Tsunami Smart® campaign including: a slideshow presentation, four country-specific 30-second public service announcements, print advertisement, press kit, pamphlet, a Frequently Asked Questions handout, three 6’x3’ vinyl banner displays, and Tsunami Smart® artwork/signage. Teacher educational material was also developed for this campaign and is shown in the next section on DRR in School Curriculum. The Tsunami Smart® campaign was produced by CDEMA in association with SRC and funded by USAID.

Natural Hazards Preparedness Wheel – This hand-held product provides public safety information on tsunamis, earthquakes, lava flows, and other coastal hazard events. Produced by Hawaii’s Coastal Zone Management Program, this PAE educational tool is a grass-roots initiative which received international attention. Thailand has since created its own wheel with the help of the National Disaster Warning Center.

The Disaster Safety Mind Campaign - The Thai Red Cross Society - http://www.redcross.or.th/
This campaign was conducted in 2006 in three tsunami-affected provinces using mascots, mobile theatre, cartoons, video presentations, calendars and pamphlets to promote disaster preparedness, first aid and fire safety among Red Cross youth volunteers, students and the general public.

Latin America – Radio Soap Operas with a focus on Disaster Risk Reduction
“Times of Hurricanes” (in Spanish) has four stories of 25 episodes each. “The Rough Season” (in English) covers recurrent natural hazards in the Caribbean (ten 15-minute episodes). “Better to Prevent than Lament” (in Spanish) has two stories of 25 episodes each. These radio soap opera series were produced in cooperation with the IFRC, the International Organization for Migration, CEPREDENAC (Centro de Coordinación para la Prevención de los Desastres Naturales en América Central) and the Pan-American Health Organization (PAHO).

DRR IN SCHOOL CURRICULUM

Integrating DRR into school curriculum should therefore be an absolute priority for public authorities of every country, and many Regional Consultative Committee members have either already integrated DRR into the school curriculum or are in process of completing the integration, or are initiating. This document is thought to provide RCC’s main guidelines to implement this ongoing process.

This Policy Campaign document describes techniques to promote the integration of disaster risk education in school curricula in countries (including Cuba) vulnerable to natural hazards and the safe construction and retrofitting of school buildings to withstand natural hazards.


- **Teacher Resource Kit** – with a Teacher’s Guide consisting of four lessons on tsunamis and resources to be used with each lesson, a Tsunami Glossary and a Frequently Asked Questions (FAQ) Section.
- **Tsunami Smart® Student Workbook** – with worksheets and accompanying activities that focus on teaching essential skills of communication, research, problem-solving, social and co-operative skills; blank maps and graphic organizers.
- **Tsunami Smart® Teacher Powerpoint Presentation** - a resource tool with interactive images and notes.
- **Tsunami Warning for the Caribbean** - cartoon booklet (revised by SRC, 2010)

**Stop Disasters: An online disaster simulation game** (ISDR) [http://www.stopdisastersgame.org/en/information.html](http://www.stopdisastersgame.org/en/information.html) includes fact sheets, onward links and a Tsunami Teacher Information and Resource Toolkit covering tsunamis, hurricanes, wildfires, earthquakes and floods. Additional websites for children are also integrated.


**New Zealand’s “What’s the Plan Stan?”** [www.whatstheplanstan.govt.nz](http://www.whatstheplanstan.govt.nz) Earthquakes, floods, storms, tsunami, non-natural hazards, and volcanic eruptions can be frightening because they strike at any time and often without warning. The program helps teachers to develop lessons that educate students about disasters and promote preparedness. It teaches children to help their family develop a plan and reduce the risk of danger in the event of an emergency.

**French Red Cross (New Caledonia)** - [http://www.croix-rouge.nc/index.php/prevention-des-risques](http://www.croix-rouge.nc/index.php/prevention-des-risques) Follow the antics of Ti’Pwen, the turtle from New Caledonia who is teaching children on the island about preparedness measures and how to be safe. The 2011-12 campaign included a Guide, a Family Plan, and PAE products including a fan, posters, a bookmark, a Risk game, and an activity book geared to children between 8 and 10 years old. It was accompanied with educational outreach to schools in various areas and included a drama play and a visual model simulation of a tsunami.

**British Red Cross Lesson Plan for Children on the Japanese Tsunami** [http://www.redcross.org.uk/What-we-do/Teaching-resources/Lesson-plans/Japan-tsunami](http://www.redcross.org.uk/What-we-do/Teaching-resources/Lesson-plans/Japan-tsunami) There is also a section in this lesson plan on responding to earthquakes.

