TACTIC

TOOLS, METHODS AND TRAINING FOR COMMUNITIES
AND SOCIETY TO BETTER PREPARE FOR A CRISIS

Short Report on Workshop 2,
Case Study Earthquakes in Turkey

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Preamble

The overall aim of the TACTIC project is to increase preparedness to large-scale and cross-border disasters amongst communities and societies in Europe. This will be achieved through drawing on state-of-the-art literature related to risk perception and preparedness as well as creating a catalogue of good practices in education and communication. This information will be drawn together in the form of a self-assessment for community preparedness. The self-assessment will access the risk perception, preparedness and existing capacities of a given community and use this information to point communities towards those good practices (methods, aims, contents, etc.) in communication and education that best reflect their needs. All these findings and outputs will be presented in an online learning platform which aims to ensure the sustainability of the use of the project's outcomes after the project has come to an end.

This document aims to provide a summary of the second workshop for the case study earthquakes in Turkey (Task 7.4). The first part of this document provides an introduction to the case study area (Kaynaşlı) focusing on earthquakes, other hazards, and risk governance setting. The introduction also includes the summary of the first case study workshop conducted in Kaynaşlı and ends with an overview of the second case study workshop. In the second part of this document, the workshop concept including participants, schedule, and the methods used is described. The third part of this document presents the workshop results obtained from the group work on self-assessments and open discussions on the feedback report, good practices library, and the TACTIC online platform in general. In the last part, the workshop findings are discussed with regard to their implications for the TACTIC online platform.

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1   Introduction

As stated in the DoW, the earthquakes case study in Turkey focuses on individual, community, and organizational preparedness for earthquakes, and the secondary hazards related to earthquakes (e.g., fires) and other hazards (e.g., floods, landslides, forest fires, and chemical spills related to transportation accidents) in Kaynaşlı, which was hit by the 1999 earthquake. There are four main objectives of this case study. The first objective is to identify key stakeholders both governmental and non-governmental institutions and organizations. The second objective is to evaluate lessons learnt from previous disasters, good practices of community participation, and hindering factors related to this participation based on an examination of research findings and grey literature as well as the findings of the pre-workshop in-depth interviews with stakeholders and the first workshop in this case study. The third objective is to evaluate the facilitating and hindering factors which affect community preparedness for multiple hazards. The fourth and final objective of this case study is to provide a case through which to develop, test and validate the community preparedness audit (i.e., self-assessment tool) (WP2), the communication and education material and practices (WP3), and the overall long-term learning framework (including evaluation) (WP8).

1.1   Introduction to the case study area (Kaynaşlı)

Kaynaşlı, administratively a district of Düzce Province, is located in northwestern Turkey (see Figure 1). It comprises seven neighborhoods in the town center and twenty villages nearby with a population of 20,833 people (center 9,857, villages 10,976) (TUIK, 2014). Kaynaşlı has a history dating back to the 1330s when it became a part of the Ottoman Empire. It received Municipality status in 1968 and District status in December 1999. Kaynaşlı is located on the side of the highway (D-100) that connects far west and east ends of Turkey, hence, is among the most important crossroads and stopover routes. A view of Kaynaşlı can be seen in Figure 2.

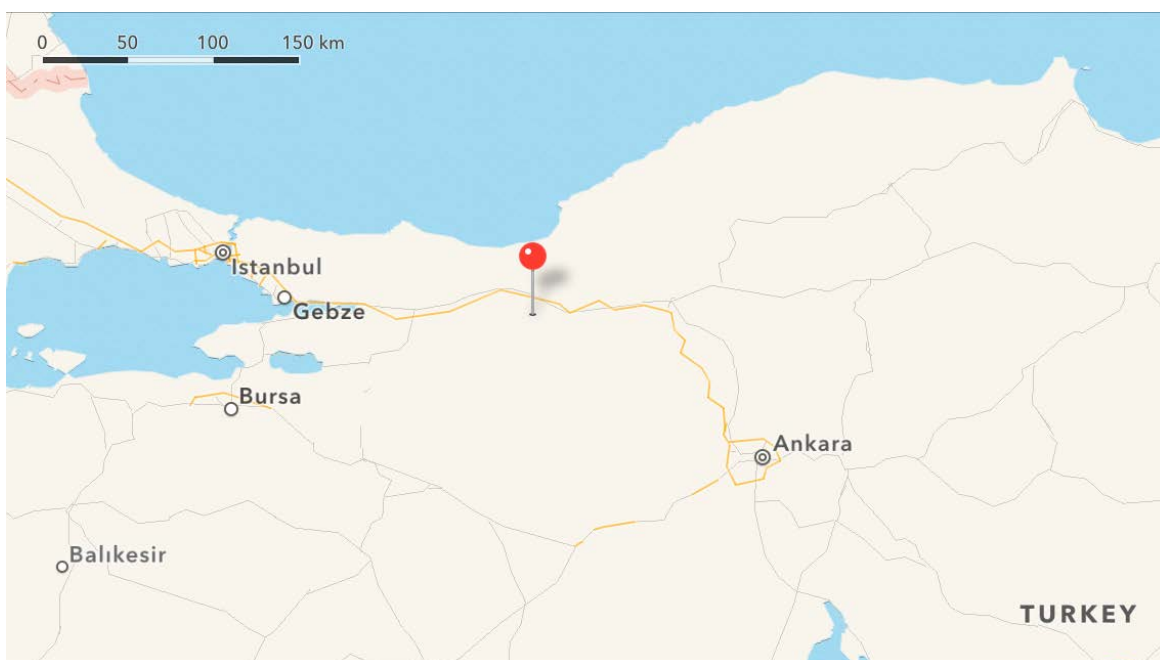Figure 1. Location of Kaynaşlı (Google Maps, 2015)

Figure 2. A view from Kaynaşlı

1.1.1   Earthquake as a hazard in the case study area

Kaynaşlı is located on fault lines and its surface area lies within the highest seismic hazard zone of Turkey. Due to its high seismic risk, Kaynaşlı is prone to the effects of earthquakes. Historically, the region surrounding Kaynaşlı has experienced many earthquakes including the 12 November 1999 Düzce earthquake (Mw=7.2) (USGS, 2013). Kaynaşlı was the epicenter of this devastating earthquake. It caused 316 casualties and 543 wounded in the district. The earthquake also had significant impact on the physical structure of Kaynaşlı. During the earthquake, 90% of public service buildings, 72% of total households, 70% of enterprises, and all urban infrastructure (e.g., drinking water, road, and communication networks) collapsed. After the 12 November 1999 earthquake, with the support and collaboration of governmental, non-governmental, and private institutions, recovery and rebuilding work were started immediately in Kaynaşlı and continues since then.

1.1.2   Other hazards in the case study area

Stated as general information locally, among the other hazards that pose significant risk for Kaynaşlı apart from earthquakes are **floods and flash floods, landslides, fires and forest fires**, and **chemical spills** related to transportation accidents.

The settlement area alongside riverbanks in Kaynaşlı is especially vulnerable to flood risk. The district greatly suffered from flash floods due to excessive precipitation that took place in 1995 and 2005 which caused substantial financial damage in the district.

Landslides are another locally important hazard in the case study area. Due to the recent negative effects of global warming, the district center and its villages experience heavy snow and with the movement of the saturated soil, many landslides occur, especially during winter and spring in mountain villages and plateau roads around Kaynaşlı. In fact, during the 1999 Düzce earthquake, a landslide occurred on the D-100 highway side interrupting the intercity traffic.

Forest fire is another hazard experienced in the case study area. Because the district center and its villages are surrounded by forestland, risk of forest fires due to human factors and/or dry summer climate conditions is high in Kaynaşlı.

The district is also at risk for chemical spills due to transportation accidents. The D-100 highway that passes through Kaynaşlı is an intersection point for intercity and international transportation and having gas stations near stopover places alongside the route. Hence, tanker traffic that contains chemical-hazardous material (e.g., fuel oil, lpg [liquid petroleum gas], etc.) especially poses risk for Kaynaşlı. In the recent years, tanker accidents have caused fatality and injuries and have also endangered road safety in the district.

1.1.3   Risk governance setting

In order to understand risk governance setting in Kaynaşlı, disaster management in Turkey in general needs to be considered. Two devastating earthquakes in 1999, namely Marmara (17 August) and Düzce-Kaynaşlı (12 November) earthquakes, became a major turning point for disaster management in Turkey. The focus of disaster management before the 1999 earthquakes was mostly on the response and recovery phases. In the aftermath of striking levels of loss of life and property along with economic, social and environmental damage during the 1999 earthquakes, *Disaster Risk Reduction* approach started to gain importance throughout entire disaster management processes and practices over the traditional post-event healing policies. Hence, after the catastrophe experienced in 1999, the mitigation of the risk posed by seismic hazard became the focus of governmental policies in Turkey (GFDRR, 2012).

Based on the lessons drawn from the fieldwork after the devastating 1999 earthquakes, the administrative structure and disaster management system in Turkey were reorganized including the establishment of the Disaster and Emergency Management Authority (AFAD) in 2009 as a central coordinating agency, the formation of the emergency relief and aid teams, and civil defense units for search-and-rescue operations under municipalities (OECD, 2004). These changes were further supported through legislative measures, such as the introduction of the compulsory disaster/earthquake insurance, control of construction processes, and proficiency in constructional professions. The Decree on Building Construction on the enforcement of earthquake-resistant building codes, the National Earthquake Strategy and Action Plan to ensure earthquake preparedness, the Istanbul Seismic Risk Mitigation and Emergency Preparedness Project, the Integrated Urban Development Strategy Action Plan, and the regulation of building construction in earthquake zones, and the introduction of building inspection regulations by private firms are some of the milestones of disaster management and mitigation in Turkey (GFDRR, 2012). The approval of compulsory earthquake insurance for newly built residential buildings and offices in 2000 was an ambitious step for the disaster management system in Turkey. In fact, Turkish Catastrophe Insurance Pool (TCIP) was introduced in 2010 with the technical and financial support of the World Bank. TCIP is the first national insurance in World Bank client countries, and it provides a standalone earthquake insurance coverage to homeowners and to small and medium sized enterprises in Turkey.

Further efforts concerning the disaster management system in Turkey included (i) improving the multi-sectoral approach for overall risk reduction, mitigation, preparedness, response, and recovery processes; (ii) strengthening disaster resilience through empowering community, including all stakeholders, increasing technical, institutional capacities and mechanisms; (iii) developing and standardizing national and local risk assessments based on reliable hazard data and specific

vulnerability information; and (iv) integrating disaster risk considerations into social and economic development planning and implementation at all levels, including recovery-reconstruction planning in disaster-hit sites. Moreover, after the catastrophe in 1999, the amount of voluntary and non-governmental activities and community mitigation resources have increased in the region.

After the 1999 Düzce earthquake, recovery and reconstruction projects were carried out in Kaynaşlı. The projects focused on reconstruction of infrastructure (schools, healthcare facilities, drinking water network, sewage system, etc.), revitalizing local economy (introducing open feeding lot system for cattle, beekeeping, etc.), and supporting human development (e.g., psycho-social support, education and training for improvement of knowledge and skills, etc.). These projects were initiated and/or realized by Kaynaşlı District Governorate in collaboration with the Municipality and other public, non-governmental, private and voluntary institutions and initiatives. Further work conducted in Kaynaşlı for risk reduction involved reducing vulnerability of physical settlements, reducing vulnerability of the local economy, and strengthening community awareness and coping mechanisms.

In view of the actors involved in disaster management activities in Kaynaşlı, the District Governorate, the Municipality, and other public, non-governmental, private and voluntary institutions and initiatives were identified as the main bodies of the stakeholder network in the case study area.

1.2 Summary of the first case study workshop

The first case study workshop on preparedness for earthquakes was conducted in Kaynaşlı, Turkey on March 26, 2015 with participation of 21 invited stakeholders (see D7.1 for the workshop report). The stakeholders included public officials from the local (district) and provincial levels responsible for disaster risk management and governance in Kaynaşlı as well as representatives of non-governmental organizations. The workshop focused particularly on the earthquake hazard in the case study area.

The aims of the first case study workshop were (1) to assist organizations to evaluate and/or review their status regarding their current work on community preparedness; (2) to optimize the usability of the self-assessment tool for community preparedness focusing on communication and education strategies developed so far in TACTIC by gaining feedback and advice of practitioners; (3) to receive feedback on a catalogue of good practices of communication and education for preparedness to earthquakes and to identify the types of material and practices required to increase preparedness; and (4) to present the current status of a training and learning web-based platform for learning about preparedness for large-scale and cross-border disasters and to receive feedback for improvements from the workshop participants.

Concerning risk communication, the findings of the first case study workshop revealed that collaborating with stakeholder institutions, reaching more people, disseminating information on appropriate actions that need to be taken (in anticipation, during and after an earthquake), and encouraging people for disaster safe behavior were the prominent goals of their current risk communication activities. Children and public in general were stated as the main "intended audience" of their activities. In general, participants were using a variety of risk communication methods; posters and banners, public workshops and meetings, courses in schools, and conferences and seminars were among the other commonly used method. Besides, they seemed to be willing to improve their risk communication strategies in order to increase preparedness, risk awareness and risk reduction knowledge of the public. Though not much used till today, they clearly expressed their interest in using different channels besides existing local and traditional channels to disseminate risk

communication such as SMS, website, and social media, especially the two Internet mediums. Lack of adequate resources and applicable knowledge appeared as the main barrier of a more effective institutional risk communication, which was followed by insufficient financial resources and motivation. Insufficient monitoring of implementations and feedback from the public were also among the other barriers for conducting institutional risk communication as required.

Concerning the TACTIC Online Self-Assessment Platform (TOSAP), the workshop showed that the self-assessment and the practice library approach are well accepted. Participants' feedback mainly focused on two points, namely, possible limitations of Internet use in Kaynaşlı and the kind of material and practices they considered as needed in order to increase preparedness to earthquakes. Concerning the first point, limitations in the access to the Internet in some segments of the public (e.g., elderly and citizens with low levels of education may have limited access) was addressed as a factor that might hinder the use of the platform. As for the second point, the presented design of the library of good practices was much scrutinized and somewhat criticized with regard to the content of the practices (e.g., consideration of local cultural habits in particular practices in the library, not having practices in the library that have debatable information in their content, incorporating local consensus of stakeholders, especially of experts for the inclusion of practices in the library, etc.). In general, participants seemed to be keen to use the platform to increase preparedness of Kaynaşlı for earthquakes as well as to other hazards. However, they emphasized that issues regarding the selection of practices, training in the use of the platform and the dissemination of the project outputs to case study stakeholders need to be carefully planned.

The first case study workshop facilitated the interest and motivation for collaboration of most of the stakeholders (i.e., local public organizations and NGOs) in the case study area about the project. It further led to reinforcing awareness on the importance of community preparedness and various aims and methods of risk communication. In general, the workshop provided valuable input regarding the functionality and the user interface of TOSAP which has contributed to its improvement as the project continues.

1.3   The second case study workshop

The second case study workshop on preparedness for earthquakes was conducted in Kaynaşlı, Turkey on November 26, 2015. The workshop focused particularly on the earthquake hazard in the case study area. Public officials from the local (district) and provincial levels responsible for disaster risk management and governance as well as representatives of non-governmental organizations and community members were invited to the workshop.

The aims of the second case study workshop were (1) to obtain feedback on the draft version of the TACTIC's two self-assessments designed to i) help organizations evaluate and improve their risk communication and education activities addressing the risk of earthquakes and ii) support the general public in assessing and improving their preparedness for earthquakes; (2) to receive feedback on a library of good practices of communication and education for earthquake preparedness; and (3) to present the current status of the online platform hosting the self-assessments and the library of good practices for learning about preparedness for large-scale and cross-border disasters and to receive feedback for improvements from the workshop participants.

Since cross-border risk communication was not relevant to the case site and the interest on the topic was low, it was not included in the workshop agenda. Also, the potential cascading effects of

earthquakes and how to respond to them was not directly included in the agenda, it was only peripherally discussed.

2   Workshop concept

The workshop was conducted in a meeting hall at Fenerbahçe Sports Club Topuk Plateau Facilities. All technical equipment and materials (e.g., projector) as well as hot beverages and a variety of cookies for the coffee break and lunch were provided. The METU team offered the participants promotional pens, notebooks, and files customized with METU logo (see Figure 3). Participation in the workshop was free of charge and the workshop language was Turkish. The workshop was organized as a six-hour event structured in two subsequent (morning and afternoon sessions) (see Appendix 1 for the agenda).

Figure 3. Promotional materials at the registration desk

2.1   Workshop participants

Public officials from the local and provincial levels responsible for disaster risk management and governance as well as representatives from non-governmental organizations and community members were invited to the second case study workshop. In total, 25 participants attended the workshop. Table 1 presents a list of the participating organizations/institutions. Of the 25 participants, 10 also took part in the first case study workshop. Due to the conditions stated in the informed consent forms, the names of the participants are not given in this report.

Table 1. List of the workshop participants*

Organization/Institute
Representatives of State Institutions and Organizations
District Governor
District Gendarme Commander
District Municipality, Mayor
District Municipality, Alderman
District Municipality, Mayor's Chauffeur
District Police Department, Commissioner (G3 - OSA)
District Police Department, Traffic Police (G3 - OSA)
District Muftu, Muftu (District religious authority) (G2 - OSA)
District Municipality, Director of Editorial Office (G2 - OSA)
District Municipality, Chief Editor (G3 - OSA)
District Directorate of Youth Services and Sports, Acting Director (G4 - GPSA)
District Directorate of Food, Agriculture, and Livestock Office, Director (G2 - OSA)
District Directorate of Food, Agriculture, and Livestock Office, Technician (G2 - OSA)
District Municipality, Governor's Driver
District Muftu, Muftu's Chauffeur (G4 - GPSA)
Provincial Directorate of Disaster and Emergency Management (AFAD), Director
Provincial Directorate of Disaster and Emergency Management (AFAD), Chief of Education Department (G3 - OSA)
Provincial Directorate of Disaster and Emergency Management (AFAD), Official Driver
Representatives of Non-governmental Institutions
Chamber of Shop Owners and Artisans, Chairperson (G1 - OSA)
Emergency Support Foundation, Executive Board Member (G1 - OSA)
Turkish Red Crescent Western Black Sea Regional Disaster Management Center, Director (G1 - OSA)
Turkish Red Crescent Kaynaşlı Branch, Chairperson
Public youth member (Student at Kaynaşlı Vocational School of Düzce University) (G4 - GPSA)
Public youth member (Student at Kaynaşlı Vocational School of Düzce University) (G4 - GPSA)
Public youth member (Student at Kaynaşlı Vocational School of Düzce University) (G4 - GPSA)
Research Team
A. Nuray Karanci (NK) (METU)
Şerife Yılmaz (SY) (METU)
Canay Doğulu (CD) (METU)
Gözde İkizer (GI) (METU)
Hüseyin Bayraktar (HB) (Kaynaşlı Vocational School of Düzce University)

Participants who took part in group work on self-assessments are indicated in bold and their group numbers are indicated in parentheses.

2.2   Workshop schedule and methods used

The workshop was conducted in two subsequent sessions (one morning and one afternoon session) and lasted for six hours as planned. An overview of the workshop agenda and methods used is presented in Table 2.

Table 2. The workshop schedule

Morning Session		
09.55 - 10.00	Welcome and Introduction	• Opening speech by **NK**, introduction of the research team, and delivery of informed consent forms
10.00 - 10.50	Keynote speeches	Keynote speeches on the importance of risk communication and community participation for earthquake preparedness • Emergency Support Foundation • Provincial Directorate of Disaster and Emergency Management (AFAD) • District Governor • District Mayor
10.50 - 11.10	Introduction to the project and the workshop	Overview of and background to the TACTIC Project and the workshop (**NK**) • Research team, project partners • Structure of TACTIC • Risk communication and preparedness • TOSAP (self-assessments, feedback reports, the library of good practices) • Workshop aims
11.10 – 11.30	*Coffee break*	
11.30 – 13.00	Introduction to TOSAP (online demonstration) and group work on the self-assessments	• Presentation of TOSAP and the self-assessments • Group work on evaluation of the self-assessments
13.00 – 14.00	*Lunch break*	
Afternoon Session		
14.00 – 14.30	Introduction to the feedback report and open discussion	• Presentation of the preliminary short version of the feedback report for the organizational self-assessment (OSA) by **CD** • Feedback from the participants – discussion facilitated by **CD** and **NK**
14.30 – 15.00	Introduction to the catalogue of 'good' practices and open discussion	Presentation by **SY** (METU) - Online demonstration of the catalogue in TOSAP • Categorization of practices • Examples of 'good' practices • Sustainability of the library Feedback from the participants – discussion facilitated by **SY** and **NK**
15.00 – 15.30	Open discussion on the platform with **NK** as the facilitator	General discussion on TOSAP including the self-assessments, feedback reports, and the library of good practices
15.30 – 15.45	End of the workshop	• Wrap-up of the workshop by NK • Distribution of Workshop Evaluation Questionnaire • Presentation of certificates of appreciation

The morning session started with an opening speech by **NK** who acted as the main facilitator. Upon introducing herself and members of the research team in TACTIC, she expressed her gratitude and thanked all the participants for their attendance. Then, **NK** proceeded with information on the informed consent form (see Appendix 2) which was delivered to the participants by the research assistants. In particular, participants were assured of confidentiality and anonymity and they were required to read and sign the written form for participation. She specifically asked for participants' permission for photographing of the workshop for archival reasons. They were informed that they could leave the workshop any time if they felt uncomfortable. Later, **NK** invited the executive board member of Emergency Support Foundation, the director of the Provincial Directorate of Disaster and Emergency Management (AFAD), District Governor, and District Mayor respectively to deliver their keynote speeches on the importance of risk communication and community participation for earthquake preparedness. Following the keynote speeches, **NK** gave an overview of and background to the TACTIC Project with her presentation focusing on the project aims and the case studies,

structure of the project work, components of preparedness, risk communication, and TACTIC online self-assessment platform (TOSAP) including the self-assessments, feedback reports, and the library of good practices. She concluded her presentation with the aims of the second case study workshop in Kaynaşlı. The morning session ended with the group work on organizational and public self-assessments (OSA and GPSA, respectively). During the lunch break, a group photo was taken with the workshop participants and the research team (see Figure 4).

Figure 4. Group photo with the workshop participants and the research team

The afternoon session started with an introduction to the feedback report by CD as she presented a preliminary short version of the feedback report for OSA and explained its logic with several OSA questions. It was followed by an open discussion on the feedback report which was facilitated by CD and NK to obtain feedback from the participants. The afternoon session proceeded with an introduction to and online demonstration of the library of 'good' practices by SY. She showed the categorization of the practices and its use as "filters" when searching for specific practices. SY also showed examples of global good practices for earthquakes and explained that the library would be sustainable. The presentation was followed by an open discussion on the library of good practices which was facilitated by SY and NK to obtain feedback from the participants. After introduction and discussion of the feedback report and the good practices library, the session proceeded with an open discussion on TOSAP which was facilitated by NK. Following the discussion, NK wrapped up the workshop by summarizing the main points and themes. Then, she distributed the workshop evaluation questionnaire to the participants. In the end, the research assistants delivered the certificates of appreciation (see Appendix 3) which thanked the participants for their attendance and valuable contribution to the workshop conducted as part of the TACTIC project.

3   Workshop results

In this section, results obtained from the group work on the evaluation of the self-assessments and open discussion on the OSA feedback report and the catalogue of 'good' practices are summarized in line with the workshop schedule.

3.1   Morning session

The morning session consisted of group work on the self-assessments during which participants completed and reviewed either the OSA or the GPSA and gave detailed feedback on the structure, questions, and design of the self-assessments (see Figure 5). There were four groups, three of which worked on OSA and one worked on GPSA. The OSA groups (G1, G2, and G3) worked with one laptop and each participant had a paper copy of the assessment. The GPSA group (G4) worked only on paper copies of the assessment since it was not yet implemented on TOSAP. The first OSA group (Group 1) consisted of NGO representatives (n = 3) and was led by **CD**. The other two OSA groups (Groups 2 and 3) consisted of the representatives of state institutions and organizations (n = 4 in both groups) and were led by **SY** and **GI**, respectively. The GPSA group consisted of two representatives of state institutions and organizations who acted as members of the public and three members of public youth (n = 5) and was led by **HB** (for detailed information on the group participants, see Table 1).

The group work on OSA started with an overview of the participants' expectations from the self-assessment as the group leaders asked them "*What do you expect from the tool?*", "*Do you have any experiences with similar tools?*", and "*How important is it for you to receive feedback on your risk communication/suggestions and how you can improve your risk communication?*". Then, participants started to conduct the self-assessment during which they reviewed all the questions and their response options one by one and evaluated them with regard to their comprehensibility and relevance to the topic. Participants also gave suggestions for their further improvement. The group work ended with participants' overall impression of the self-assessment as the group leaders asked them to evaluate it as a whole with respect to comprehensiveness, applicability, expenditure of time, design, and functionality. Participants were also asked to indicate which questions and/or topics they considered as important and their suggestions for improvement. The group work on GPSA was similar to the group work on OSA with the exception that the participants conducted the self-assessment only in paper.

The general feedback is summarized here (also see Appendix 4) and question-specific feedback is presented in Appendix 5.

Figure 5. Participants completing and evaluating the self-assessments

3.1.1 The organizational self-assessment (OSA)

Expectations

- *What do you expect from the tool?*

Participants expected to learn more about risk communication. In fact, they stated that the self-assessment was a good starting point. Especially, participants thought that it would be a good opportunity for the organizations to develop their risk communication strategy based on the results of the OSA. Furthermore, being able to see the GPSA results which would enable organizations to learn about the public's background on preparedness, particularly, what they expect from organizations and how they evaluate organizations' activities, was reported to be very valuable. Participants stated their willingness to learn about their weaknesses on risk communication based on GPSA results and enhance their organizational activities according to the expectations of the public. In addition, they emphasized the importance of feedback reports. Upon completion of the self-assessments, participants thought that it was important to have the results and to plan the next steps as an organization. Because it is web-based, self-assessment was considered as a cost-efficient, practical, and fast tool. Also, participants asked whether organizations would be able to see the responses of other organizations. One group specifically wondered, based on the OSA results, to what extent the organizations would communicate between themselves.

- *Do you have any experiences with similar tools?*

None of the participants reported to have any kind of experiences with similar tools. Only one of the participants stated that he was only familiar with the 360-degree performance evaluation, but it was nothing like TACTIC's OSA.

- *How important is receiving feedback on your risk communication/ suggestions how you can improve your risk communication for you?*

Participants found it very important to receive feedback on their institutions' risk communication and also suggestions on how they can improve their institutional risk communication for the public.

General feedback on OSA

- There are no anchors for Likert-type response options in some of the questions.
- Some questions do not allow the users who might be interested in selecting an in-between response option instead of "Yes" or "No".
- The users of the online tool are unable to understand how much is left during the assessment.
- The assessment tool only includes written material (i.e., text) and this may bore the target audience.
- TOSAP proceeds slowly due to "one question in one page" display.
- Questions are too long, complex, and hard to understand, a simpler language needs to be used.
- Questions are not suitable for every organization (the relevance of the questions differs for different organizations).
- For the questions asking "Which method do you use for ….?", participants could not understand why they had to answer the same question over and over again. This brings another issue; participants could not understand that they were answering this question for different communication aims.

Overall impression

- Comprehensibleness of the OSA was evaluated as adequate, however, improvements were suggested.
- Applicability was evaluated as fair to moderate.
- Expenditure of time was evaluated as adequate (n = 2) and too long (n = 1)
- Design was evaluated as fair to moderate.
- Functionality was evaluated as adequate (n = 2) and fair to moderate (n = 1)

Importance of single topics/themes

- Risk communication
- Risk awareness
- Increasing capacities to act
- Coordination among organizations
- Conflict resolution
- Follow-up evaluation

Suggestions for improvement

- Need minor touch-ups like inclusion of visuals
- To be able to see responses of general public question by question

3.1.2 The general public self-assessment (GPSA)

Participants' feedback on GPSA was limited compared to OSA feedback. Two points concerning the use of GPSA in Kaynaşlı were commonly emphasized. The first point was related to the ways that the use of GPSA can be promoted among the public. One suggestion was that GPSA can be promoted via dissemination through different mediums, for instance, SMS messages. Another suggestion was that neighborhood chiefs (*muhtar* in Turkish, a local administrative unit for villages) and community council can reach the public to promote the use of GPSA. Reinforcing the public with rewards was also mentioned as a way of promoting the GPSA. Still, there can be some hindering factors for promoting the use of GPSA. The second point was related to this as the participants mentioned the possible limitations of Internet use in Kaynaşlı. Participants stated that limitations in the access to the internet in some segments of the public (e.g., elderly and citizens with low levels of education may have limited access) could be a hindering factor for the use of the platform. In Kaynaşlı, about 70% of the households have access to the Internet, so enabling those who do not use the Internet to be involved in GPSA was discussed. One participant suggested that NGOs could take part in creating alternative access strategies. Particularly, public members can conduct the self-assessment on paper and then NGOs or state institutions and/or organizations can take responsibility in transferring and coding the responses to the platform.

In addition to OSA- and GPSA-specific and general feedback on the platform, some of the participants also gave feedback on the language of the self-assessments, which is Turkish for the earthquakes case study. They gave specific suggestions on the Turkish translation of OSA and GPSA questions and response options. Language modification suggestions will be taken into consideration when developing the final versions of the self-assessments.

3.2 Afternoon session

The afternoon session consisted of four main activities focusing on OSA feedback report, library of good practices, the TACTIC online platform, and the workshop evaluation questionnaire.

3.2.1 Presentation of and open discussion on the OSA feedback report

To gather participants' opinions on the OSA feedback report, participants were initially informed about the feedback report. **NK** and **CD** led the discussion in this session (see Figure 6). Participants were delivered a short version of the OSA feedback report as a paper copy. **CD** provided examples on a couple of questions and how the feedback would be presented on those questions. In addition, how users access to report upon completion of the self-assessment, and how the feedback report connects the self-assessment with the library of 'good' practices were explained. After this introduction, participants commented on the feedback report. Overall, two main themes emerged from the discussion on the feedback report. The first theme was related to the length of the report. It was commonly stated that it would be better to have a shorter report in which the feedback is summarized under 4-5 main topics. The second theme concerned the end result of the report in that having a metric feedback with ratings (i.e., a quantifiable measure of feedback) was considered to better fit with stakeholders' expectations in the local context.

Figure 6. Participants during the open discussion on the feedback reports

3.2.2 Presentation of and open discussion on the library of good practices

Following the open discussion on the feedback reports, the participants were invited to discuss and give feedback about the library of good practices (see Figure 7). **NK** and **SY** primarily led the discussion in this session. **SY** provided detailed information on how users of the platform would access and search within the library. In addition, the participants were delivered five printed examples of the good practices which were readily available in the TACTIC web-based platform. These included three examples in English ("Earthquake Home Hazard Hunt", "Stop Disasters!", and "Know the Facts") and

two in Turkish ("Deprem Dede ile Boyayalım Öğrenelim" and "Deprem Öncesi Önlem Al"). They were selected based on their anticipated ease of understanding and potential of appeal for the participants. The "Stop Disasters!" game was also presented on a larger screen and SY briefly demonstrated how the participants would access the game website and initiate playing as well as the basics of the game.

Figure 7. Participants during the open discussion on the library of good practices

Discussions regarding the library of good practices were mainly related to the utility of good practices at the local level. Participants expressed their concern about whether the library, especially the practices with foreign origin, would be practical for use at the local level. For example, design of the house in the "Earthquake Home Hazard Hunt" by FEMA was found to be not familiar by the participants. They mentioned that houses in Kaynaşlı were mostly multi-storey apartment buildings. Therefore, it would be better if the context in those practices truly fits with what is existent in the context where the platform would be used. Rationale, some said, was similar with what would be expected in Turkish context (e.g., showing that preparedness is important for households) but the good practices should be "localized".

Another theme that was brought up related to the importance of good practices for multi-hazard contexts. The participants were mostly satisfied with the existence of numerous good practices in the library about multi-hazards, as Kaynaşlı has risks for many hazards such as CBRN accidents, although earthquakes are the main concern in the area. They also showed interest in the possibility of personally adding more good practices which would include multiple hazards into the library.

Furthermore, the participants mentioned that the good practices would have high utility especially for organizations. Learning about good practices about disaster preparedness was believed to be valuable for being informed about methods and their advantages/disadvantages for practice. Some said that those examples in the library would inspire the content of trainings and exercises done by their organizations.

3.2.3 Open discussion on the TACTIC online self-assessment platform

The main themes that emerged from the open discussion on the platform can be summarized as follows:

- It takes time to login to the system.
- Participants had concerns about creating an account and using it with a password. The reason was that they wanted to be anonymous and feared that their institutional and/or individual identity could be revealed.
- Interactive learning among organizations was encouraged. Increasing communication and mentality between organizations related to disaster risk management was emphasized during the discussion.
- Encourage coordination between organizations and looking at the other institutions' performance on OSA can help organizations to reconsider/review their risk communication activities and this may facilitate motivation to surpass each other.
- Continuous and regular use of this platform is important for the efficiency of the platform.
- Organizations can fill out the OSA every couple of months so that they can compare the effectiveness of their activities between the two time points.
- People completing the OSA might overestimate their performance and answer the questions with optimistic bias or there may be a social desirability factor leading to an exaggeration of activities.
- For the maintenance of the platform, Provincial Disaster and Emergency Management Directorates can be the optimal technical organizing authority. This authority can then disseminate the use of OSA to other state institutions/organizations and NGOs. Also, a special ministry for disasters can be established to which the task of maintaining platform can be given. Moreover, inspired from the library of 'good' practices, a 'library of ideas' can be established under the official body of Provincial Disaster & Emergency Management.
- Implementing OSA at the micro level and having micro level results (e.g., citywide results) instead of macro level results (e.g., countrywide) would be more efficient due to the socio-cultural differences across regions within a country.
- Public needs to be convinced that their preparedness actions play an important role in minimizing earthquake risk.
- Organizations should be familiar with the needs, preferences, and expectations of the public. Hence, the self-assessments provide a good opportunity to see feedback gathered from the public on organizations' risk communication activities so that the organizations can reconsider/revise/improve their risk communication activities to meet the public's expectations at the local level.
- Initially, institutional staff can fill out the OSA. Then, Provincial Disaster and Emergency Management Directorates can lead in making the GPSA available to the public and help in ensuring that the GPSA is filled in by the public.
- GPSA can be disseminated at schools – it can be given as homework to both students and their families. Games, maps, meeting places, animations, cartoons, etc. can be done as a school course requirement.
- Cultural factors should be considered while adapting 'good' practices to the local context.
- Other disasters like CBRN, flood, and chemical spills from commercial vehicles should also be considered.

3.2.4   Workshop evaluation questionnaire

At the end of the workshop, participants were asked to fill out an evaluation questionnaire on the workshop which was also used in the second case study workshop on floods (see Appendix 6). In total, 10 participants completed their questionnaires. In general, participants seemed to evaluate the workshop as satisfying (rated on a five-point Likert scale from 1-5) in terms of amount of information (2.8), the quality of the presentations (2.6), time for discussion (3), the workshop venue (3), and the organization of the workshop (2.9). Further feedback provided by the participants is listed below with the number of participants mentioning them given in parentheses.

What did you find most interesting?
- Presentations, group works, and discussions (3)
- 'Web based' library of 'good' practices and the example shown (Stop Disasters! game) (2)
- Participation of different stakeholders in project activities
- Opportunity to conduct self-assessment
- Collecting feedback for self-assessments
- Sincere approach of the project team

What was missing?
- Presentations were not comprehensive enough
- The workshop could have been better organized
- There could be more time allocated for the feedback report
- More use of visual aid and examples in the self-assessments
- The questions asked were not specific enough

What would you like to have learnt more about?
- Feedback report and the project outputs
- Earthquake statistics specific to Kaynaşlı/Düzce
- Concrete examples on risk management after a natural disaster
- In-depth information on risk communication in great detail (If there had been more time)
- Earthquakes, fires, flood

Would you say that the workshop has encouraged you to further work on your communication strategy (development, revision)?
- Yes (9)

Are you interested in evaluating the final version of the TACTIC Online Platform at a later date?
- Yes (9)

According to results of the workshop evaluation form, 9 out of 10 participants stated their interest to evaluate the final version of the TACTIC online platform and reported their readiness to provide further feedback and input to the project.

4   Discussion and implications

The findings of the second case study workshop are discussed with regard to their implications for the TACTIC Online Self-Assessment Platform. Together with the findings from the first workshop, the implications of the workshop findings will help to inform WP2 (the community preparedness audit; i.e., self-assessment tool), WP3 (the communication and education material and practices), WP8 (the

long-term learning framework for a multi-hazard context), and WP9 (online training and audit platform).

As it was in the first case study workshop, local stakeholders in Kaynaşlı, a district with an earthquake experience 16 years ago, seemed to be motivated to increase preparedness to earthquakes as well as to other hazards by improving their risk communication strategies with the community members. In fact, a number of programs to facilitate preparedness have been conducted by the state institutions and/or organizations as well as by the NGOs in Kaynaşlı, without explicitly focusing on risk communication strategies. These programs seem to focus on increasing general awareness to earthquakes, mostly by informing about preparedness behaviors. Thus, they cannot be specifically linked to risk communication aims. It was commonly expressed during the second case study workshop discussions that there was a need for continuous education and training addressing both the community and the institutions on earthquakes to further increase and consolidate awareness in Kaynaşlı. This was rather a general statement as they did not seem to make a differentiation between the different risk communication aims. That is, the four aims of risk communication were not distinguished in their perceptions. Overall, as revealed by the local context, the TACTIC online platform seems to fit very well with the risk communication needs of Kaynaşlı to improve community preparedness.

The network between local stakeholders in Kaynaşlı is quite strong since it is relatively a small district and this seemed to be an advantage for the case study site. Moreover, the establishment of relationships with local stakeholders before the first case study workshop (e.g., case site visit to meet the District Governor and relevant NGOs, interviews with twenty key stakeholders from both the public institutions and NGOs before the first workshop,) and maintaining these relationships as the project continued (e.g., disseminating the first debriefing report [D10.3], asking opinions of some stakeholders on the practice examples from Turkey on earthquake preparedness) and especially having a local researcher from Kaynaşlı was advantageous for the case study work. In general, these helped to promote the interest and participation of stakeholders in the second case study workshop. Though the stakeholders had differing levels of responsibility for risk communication on preparedness, all participants attending the workshop showed a keen interest. Still, participation in the second case study workshop was not as high as the participation in the first one. This may reflect a decrease in interest or the overlap of the workshop date with an important national high school entrance exam. For example, the representatives from the Ministry of Education could not participate.

The results from the workshop evaluation questionnaire showed that most of the participants were eager to be further involved in the project. They were generally moderately satisfied with their experience of using the self-assessment tool and the participation of stakeholders from various organizations in the workshop. Group discussions and exercises were reported as satisfactory. However, they also expressed their concern about the limited time allocated for the workshop. It would have been better if the workshop took longer (possibly more than a full-day) and they were able to browse through the complete version of feedback reports. In addition to time constraints, content of the workshop was slightly criticized for not adequately covering specific actions to be conducted after earthquakes and disaster management for natural disasters. Especially, disaster management "after" the earthquakes was perceived as a critical issue by the participants, whereas the presentations by the researchers mostly focused on risk communication for preparedness to disasters

"before" they happen. Furthermore, participants wanted to learn about the risk communication for cascading effects and events.

4.1   Implications for the TACTIC online platform

During the second workshop, presentation of the TACTIC web-based platform allowed to receive extensive feedback on the assessment tool, feedback reports, and library of good practices. In general, similar to the first workshop, participants expressed their interest to use the platform to increase preparedness of Kaynaşlı community for earthquakes as well as to other hazards including CBRN accidents. Participants further stated that the self-assessment questions made them think about revising and/or improving their risk communication strategies.

One of the important themes which emerged during the group discussions in the workshop was sustainability of the TOSAP, particularly, who will own the platform and manage it after the project ends. As mentioned in Section 3.2.3, a prolonged discussion took place regarding which authority should take the responsibility for maintaining the platform in the long haul. This reflects the perceived importance of sustaining the availability of the TACTIC web-based platform for the stakeholders in Kaynaşlı involved in the risk governance process.

In addition to the sustainability and the maintenance of the assessment tool, additions and/or revisions to the content, structure, and user interface of the tool to ease its use were deemed necessary in the second case study workshop. Inclusion of multiple hazards (e.g., floods, fires, and accidents, etc.) and also presenting the OSA and the GPSA in a more appealing and simpler way, for instance, by inserting relevant visual materials next to the questions, response options or inserting a progress bar with multiple (associated) questions displayed in one page, or presenting different sections in different colors were perceived as valuable for increasing the scope and functionality of the tool. Some language corrections and simplifications were also suggested to improve the content of the assessment questions which will be adapted later. The two main suggestions for response options of the self-assessments were inclusion of anchors for Likert-type response options and "partially" as an in-between response option instead of a simple "Yes" or "No". Moreover, some of the questions were perceived as possibly not suitable for every organization as their relevance may differ among different organizations with different agendas and structures for risk communication activities. Having a metric feedback with ratings (i.e., a quantifiable measure of feedback) as an end result of the report was specifically emphasized for improving the feedback report for organizations to fit the needs of the local stakeholders in Kaynaşlı. TACTIC should take into consideration all these suggestions and/or revisions to further improve the content, structure, and user interface of the platform. Another concern that was expressed by the participants was related to creating an account and using it with a password. Seemingly, participants wanted to be anonymous and seemed to be reluctant to reveal their institutional and/or individual identity from their platform logins and responses/activities. This concern points out to the need to ensure that stakeholders are assured of personal confidentiality and that the online platform relies on only institutional/organizational level information, not on personal level information.

Although the second workshop generally focused on the feedback to OSA due to time constraints, participants also provided feedback on the GPSA. Many stakeholders seemed to be concerned about the use of the assessment tool for general public as the target group. Although seven out of every ten households in Kaynaşlı have Internet access, some target groups such as housewives, older people,

and people with low education levels may have problems in reaching the platform. These are also the people who are likely to have higher risk compared to others in potential disasters. Therefore, efforts should concentrate on finding ways to include those people in the assessment process and to work on increasing their preparedness to disasters. One suggestion during the workshop was helping those to complete the assessment on a printed copy of the tool and transferring and coding their responses into the web-based platform via NGOs or state institutions and/or organizations.

4.2   Conclusion

Taken together, the second case study workshop has provided valuable feedback regarding the functionality and the user interface of the TACTIC Online Self-Assessment Platform, especially the OSA and the library of 'good' practices. This feedback will contribute to the improvement of the platform as the project continues. The workshop showed that the self-assessments, feedback reports, the practice library approach is well accepted, however, issues regarding the user interface and the content and the dissemination of the project outputs to case study stakeholders and to community members as well as sustainability of the platform needs to be carefully planned.

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Appendices

Appendix 1 – Workshop Agenda

Time	Session
09.30-10.00	*Registration*
10.00-10.45	- Welcome (METU) - Keynote speeches on **the importance of risk communication and community participation for earthquake preparedness** - Emergency Support Foundation - Provincial Directorate of Disaster and Emergency Management (AFAD) - District Municipality, Mayor - District Governor
10.45-11.00	Overview of and background to the TACTIC Project, workshop aims (METU)
11.00-11:15	*Coffee break*
11.15-13.00	- Presentation of the online platform and the self-assessments (METU) **Group work on self-assessments:** - Participants will complete and review either the organizational or general public self-assessment. As they complete and review the self-assessment, participants will provide detailed feedback on the structure, questions, and design of self-assessment.
13.00-13.45	*Lunch*
13.45-14.45	- Introduction and discussion of the feedback reports - Presentation of the good practices categorization and feedback on the catalogue of good practices
14.45-15.15	*Open discussion on the TACTIC learning and training web-based platform including the self-assessments, feedback reports, and the library of good practices*
15.15-15.30	- Next steps and discussion on the workshop agenda (workshop evaluations) - Closing, delivery of certificates of appreciation

Appendix 2 – Informed Consent Form (in Turkish)

GÖNÜLLÜ KATILIM FORMU

Sayın Katılımcı,

Bu çalıştay, Orta Doğu Teknik Üniversitesi Psikoloji Bölümü'nden Prof. Dr. A. Nuray Karancı'nın proje ortağı olduğu, Avrupa Komisyonu Yedinci Çerçeve Programı 'Toplumların Bir Krize Karşı Daha İyi Hazırlanması için Araçlar, Yöntemler ve Eğitim – TACTIC Projesi' kapsamında yapılmaktadır. Projenin genel amacı, Avrupa'daki toplumlarda büyük ölçekli ve sınır ötesi afet ve krizler (terörizm, seller, salgın hastalıklar, depremler) karşısında hazırlığın artırılmasıdır. TACTIC projesi kapsamında, Türkiye'de Kaynaşlı'da vaka çalışması yürütülmekte olup, bu vaka çalışmasında 12 Kasım 1999 depreminden etkilenen Kaynaşlı'da depremler ve yanı sıra ikincil ve diğer tehlikelere karşı bireysel, toplumsal ve kurumsal olarak hazırlıklı olmak üzerine odaklanılmaktadır.

Bu çalıştayda, size daha önceden gönderilen davet mektubunda ayrıntılı olarak belirtildiği üzere; deprem riskinin halka iletilmesi yöntemleri üzerine odaklanılacak olup, bu çerçevede TACTIC Çevrimiçi Öz-Değerlendirme Platformunun mevcut durumunun sunulması, gelişmesine yönelik katkıların alınması ve platformun üç ana bileşeni olan öz-değerlendirmeler, geribildirim raporu ve uygulama örnekleri hakkında görüş alınması amaçlanmaktadır. Çalıştaydan elde edilen görüşler, söz konusu platformun geliştirilmesinde göz önünde bulundurulacak ve bilgiler yalnızca bilimsel araştırma ve yazılarda kullanılacaktır.

Çalıştay, deprem riskinin halka iletilmesi yöntemleri ışığında, TACTIC Çevrimiçi Öz-Değerlendirme Platformunun tanıtılması ve platformun bileşenleri üzerine grup çalışmaları, karşılıklı fikir alış verişi ve tartışma şeklinde yürütülecektir. Çalıştaydan elde edilen tüm bulgular bütün katılımcılar için grup halinde değerlendirilecek ve hazırlanacak rapora yalnızca grup bilgileri yansıtılacaktır. Çalıştay sırasında ses kaydı alınacaktır ve fotoğraf çekilecektir. Ses kaydı çalıştayın raporlanmasının kolaylaştırılması amacıyla alınacaktır ve buna yalnızca araştırmacıların erişimi olacaktır. Fotoğraflar ise, raporda çalıştayın görselleştirilmesi amacıyla kullanılacak olup, katılımcıların kimliğinin belli edilmemesine özen gösterilecektir. Katılımınıza dair kayıtlar tamamen gizli tutulacaktır. Kimlik bilgilerinize araştırmacılar dışında hiç kimsenin erişimi olmayacaktır.

Katılım tamamen gönüllüdür. Çalıştay, sabah ve öğleden sonra olmak üzere iki oturum halinde yürütülecektir. Çalıştay sırasında herhangi bir nedenle kendinizi rahatsız hissederseniz, çalışmayı yarıda kesebilirsiniz. Bu durumda çalıştayı yürüten araştırmacılara çalışmayı tamamlamayacağınızı söylemeniz yeterlidir.

Katılmayı kabul ediyorsanız lütfen aşağıdaki alanı doldurunuz.

İsim, Soy İsim	Tarih	İmza

Temsil Ettiğiniz Kurum/Kuruluş	İşiniz/Göreviniz	Ünvanınız

Katılımınız için çok teşekkür ederiz.

Prof. Dr. A. Nuray Karancı (Proje yürütücüsü - ODTÜ Psikoloji Bölümü)
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Appendix 3 – Certificate of Appreciation (in Turkish)

TEŞEKKÜR BELGESİ

TACTIC
TOOLS, METHODS AND TRAINING FOR COMMUNITIES
AND SOCIETY TO BETTER PREPARE FOR A CRISIS

Sayın _____

Avrupa Komisyonu 7. Çerçeve Programı dahilinde yürütülen
"Toplumların Bir Krize Karşı Daha İyi Hazırlanması için
Araçlar, Yöntemler ve Eğitim: TACTIC Projesi" kapsamında
26 Kasım 2015 tarihinde düzenlenen deprem riskinin halka iletilmesi ve
toplumsal hazırlığın arttırılması konulu Çalıştaya sağladığınız katkılardan dolayı
teşekkür eder, saygılarımızı sunarız.

Prof. Dr. A. Nuray Karancı
Proje Yürütücüsü

Appendix 4 – General Feedback on the Self-Assessments

Issue The issues encountered here with each point/suggestion in a new line	Proposal for its solution Ideas for improvement or a solution of the problem described here
Organizational self-assessment	
There are no anchors for Likert-type response options in some of the questions in the assessment.	Rating scales should be indicated also by numbers so that they can be better understood.
Some questions do not allow the users who might be interested in selecting an in-between response option instead of "Yes" or "No".	The option "partially" can be added to the questions whose response options consist of "Yes", "No", and "I don't know".
The users of the online tool are unable to understand how much is left during the assessment.	A status bar showing the completion rate of OSA would be better for the users to see their progress and how much there is left.
The assessment tool only includes written material (i.e., text) and this may bore the target audience.	Photos and other visual material may be added to the online assessment tool. For example, there may be small icons next to each item in the questions which ask about ways of communication (e.g., a telephone image next to the "SMS" response option).
TOSAP proceeds slowly due to "one question in one page" display.	Questions related to one topic can be organized as appearing on the same page.
Questions are too long, complex, and hard to understand.	Questions should be shortened with a concise and clear language.
Questions are not suitable for every organization (the relevance of the questions differs among different organizations).	
The questions asking "Which method do you use for ….?" Participants could not understand why they had to answer the same question over and over again. • This brings another issue: Participants could not realize that they were answering this question for different communication aims.	Can be asked once in all assessments. For each aim, the colour of that section can differ so that participants realize the difference.

General public's self-assessment

Organizational feedback report

One participant suggested that it would be better if the report is shorter and summarized under 4-5 topics.

One participant stated that it would be better have a metric feedback with ratings, for instance.

General public's feedback report

Categorization

Appendix 5 – Specific Feedback on the Self-Assessments

Number of question The abbreviation "EQ" is used to indicate earthquakes questions	Original question	Problem description Why we/our PCSPs want to change this question/answers	New formulation of questions or answers Suggested changes for this question and how to deal with the comment
Organizational self-assessment			
EQ0	0. **Where is your organization based?**	Does this question ask for an address or simply the location of the organization?	Specify the question asking for the location of the organization
EQ6	6. If you answered yes to Question 4, have you or your organization drawn out lessons from the most recent earthquake event?	When answered Yes, the first option is confusing. More than one option may be applicable.	The option ("Personally, I have drawn out lessons. My organization, however, has not done so") should be split into two different ones. - Personally, I have drawn out lessons. - My organization has not drawn out lessons. - Can be answered at two levels – two columns can be added: INDIVIDUAL and ORGANIZATIONAL - Multiple options should be possible.
EQ8	8. **Now we have a set of questions about the first associations that come to your mind with regard to earthquake risk…**	1. Response options are not clear; anchors should be used for each option. 2. The question is not clear (e.g., The risk of an earthquake event is taken voluntarily or involuntarily by people living in earthquake	1. Add anchors for the Likert-type response options 2. Consider rewording the question.

		prone areas.)	
		3. Each option appears on different pages (participants forgot the question after a while)	3. All the options should appear on the same page
EQ9	9. **Which organizations do you collaborate with in your day-to-day business and how often?**	Collaboration for what purposes (EQ related or in general)	
EQ12	12. **Is your organization in contact with organizations from neighbouring countries?**	It is not meaningful to official institutions. It is meaningful at the local level.	
EQ13	13. **How regularly are you in contact with organizations from neighbouring countries?**	Users may not be able to answer this question, especially if the representative is not working at the central office of the organization.	
EQ17	17. **How important is risk communication in your organization in comparison to other activities that your organization is responsible for?**	It's hard to understand. Clarification is needed.	
EQ21	21. d. **Joint problem solving and conflict resolution (e.g., disputes about appropriate measures, etc.)**	"Conflict resolution" is not understood clearly.	Examples in parentheses can be increased.
EQ32	32. How regularly does your organization inform your community/city/region about the following issues?	The question might be inapplicable to some.	"Inapplicable" option can be added.
EQ33	33. **How well do you communicate the costs and benefits of taking specific preparedness actions?**	Question is not clear (what do you mean by cost-benefit).	
EQ34	34. **How well do you actively involve members of the general public in discussions about how to improve preparedness?**	Question is not clear.	
EQ35	35. **Simulations**	Do simulations include simulation tools in addition to emergency exercises?	

EQ36	36. **How clearly do you communicate your roles and responsibilities for managing earthquakes?**	Communicate to whom, with whom? – not clear	
EQ37	37. **How clearly do you communicate the responsibilities and rights of the general public with regards to earthquakes?**	Communicate to whom, with whom? – not clear	
EQ44	44. **In your opinion, what were the reasons that your warning was successful or unsuccessful?**	1. The question and the options (i.e., The information was very precise and so on) appears on different pages. Participants could not understand what they are responding for. 2. the options should be paraphrased, not clear in this way	Should be on the same page
EQ55	55. **In many cases it is vital for the process that it is lead, moderated and facilitated by an independent and experienced facilitator. Have you involved an external facilitator?**	What is facilitator?	Should be explained in a parentheses
EQ56	56. **Agreement on specific actions is essential for the sustainability of the conflict-solution. Have you agreed on specific follow-up steps that different actors need to take?**	The question is too long. Should be asked directly and clearly (should be a pinpoint question)	
EQ59	59. **If methods related to mass media are selected: How closely are you in contact with the media in order to ensure that messages are clear and concise in order to avoid conflict being instigated by the media?**	Does "media" also include social media?	If so, add the explanation in parentheses media (social media included)
EQ60	60. **Are you actively collecting feedback on your communication practices related to this aim (i.e., joint problem-solving and conflict resolution)?**	Questions 57 and 60 are the same, no difference	
EQ62	62. **Different target groups have different communication needs. We have collected a**	Needs for what? – should be clarified.	We have collected a number of practices that **WERE** designed to meet the

	number of practices that was designed to meet the needs of different target groups. Which target groups are you not reaching yet? What would you like to learn more about? Please select them from the following list.		**COMMUNICATION** needs of different target groups**.**

General public's self- assessment

EQ6	6. Indicate the extent to which your trust in the following actors changed over the last 10 years/since the last event?	For the last response option of this question (i.e., "Others"), a line that users can indicate the "others" can be added.	
EQ10	10. Now we have a set of questions about your views on earthquake risk. Just tick the box between the opposing terms that describe your views best. There is no "right" or "wrong" answers, this question aims to capture your spontaneous ideas.	People had hard time understanding how the rating works. Particularly, they did not understand what the numbers (the response options from 1-5) referred to. They needed a meaningful guidance for the direction of the rating scale.	Explanations can be added to the numbers. For instance: 1 = completely voluntarily 2 = voluntarily 3 = neither voluntarily nor involuntarily 4 = involuntarily 5 = completely involuntarily Or, 1 = very low 2 = low 3 = medium 4 = high 5 = very high
EQ17.a	17. a - What medium did you use in order to obtain information about the risk of earthquake and how often?	The "h" option of this question was not understood.	Can videotext be explained?
EQ21	21. Have you taken any of the following measures to prepare yourself for an earthquake? (Multiple	For the second item of this question ("I have purchased	"Other" option can be added.

		answers possible)	earthquake insurance"), people stated that the response options did not apply to renters because homeowners buy insurance, not renters.	
	EQ21	21. Have you taken any of the following measures to prepare yourself for an earthquake? (Multiple answers possible)	For the tenth item of this question ("I had my home and/or business building structurally retrofitted"), people stated that the response options did not apply to renters and those who are living buildings that are built according to earthquake buildings codes.	For the "No" response option, new reason items can be added: - They do not need retrofitting – they are already built according to earthquake building codes. - I am a renter; I am not officially responsible for structural retrofitting.

Organizational feedback report

General public's feedback report

Bu çalıştayın sizi, halkın depreme hazırlıklı olma konusundaki çalışmalarınızda iletişim stratejisi (geliştirme, revize etme) üzerinde daha fazla çalışmaya teşvik ettiğini söyleyebilir misiniz?

_____

Daha sonraki bir zamanda TACTIC çevrimiçi platformumunun son halini değerlendirmeye istekli misiniz?

_____

Kendi çalışmalarınız ve/veya projemiz ile ilgili fikir alış verişinde bulunmak istediğimizde size ulaşabilir miyiz?

Yanıtınız EVET ise, lütfen isminizi ve iletişim bilgilerinizi (e-posta ve/veya telefon numarası) bizlere ayrıca verebilir misiniz?

_____
_____

Çalıştay Değerlendirme Anketi

Çalıştayla ilgili en çok neyi beğendiniz?

Lütfen uygun bulduğunuz kutuyu işaretleyiniz.

1 = Çok İyi   2 = İyi   3 = Tatmin edici   4 = Çok tatmin edici   5 = Hiç tatmin edici değil

	1	2	3	4	5
Bilginin miktarı	1	2	3	4	5
Sunumların niteliği	1	2	3	4	5
Tartışma/Grup çalışmaları için ayrılan vakit	1	2	3	4	5
Çalıştayın yapıldığı yer	1	2	3	4	5
Çalıştayın organizasyonu	1	2	3	4	5

Çalıştayda en çok ne ilginizi çekti?

_____
_____

Çalıştayda eksik gördüğünüz, beğenmediğiniz noktalar nelerdir?

_____
_____

Hangi konu/konular hakkında daha fazla bilgi almak isterdiniz?

_____
_____