

REPORT OF THE ASHSC
EDUCATION AND OUTREACH
COMMITTEE

September 20, 2007

Robert Hicks

SUMMARY OF PRESENTATION

- Mission of the Education and Outreach Committee
 - Statutory directives
 - ASHSC Charter provisions
- Tools and Strategies for PDM Education
- “Niche” of the ASHSC E & O Committee
- Inventory of Potential Deliverables

EDUCATION AND OUTREACH COMMITTEE STRATEGIC PLAN

- Need for a mission statement
- Need to identify educational strategies
- Need to identify educational goals
- Need to define deliverables
- Need to set timelines for development of deliverables
- Need to set timeframes for completion of deliverables

DEVELOPING A MISSION STATEMENT

- Begin by defining and delimiting powers and authority of ASHSC
- Review ASHSC Charter for “education and outreach” goals and objectives
- Analyze and distinguish “education and outreach” from other ASHSC functions
- Meet as a committee to craft a mission statement

STATUTORY AUTHORITY OF ASHSC BY RELATIONSHIP

- Governor
- Governor and Legislature
- State Agencies
- State and Local Agencies
- Public and Private Sectors
- General Powers (no addressees)

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- Governor
 - Recommend issuance of formal **seismic hazard** notifications when appropriate
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 - Recommend improvements to mitigate losses from similar future major earthquakes

ASHSC CHARTER PROVISIONS FOR EDUCATION & OUTREACH

- Mission
 - Advise the public and private sectors on approaches for mitigating seismic risks
 - Make recommendations to Governor and Legislature for reducing state's vulnerability to seismic risks
 - Act in advisory capacity to all
 - Recommend studies and programs that will mitigate seismic risks
 - **“Recommend and participate in programs that will disseminate information to government agencies and the public.”**
 - Support efforts to address the issues related to seismic risks

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 - **“Recommend and participate in programs that will disseminate information to government agencies and the public.”**
 - Support efforts to address the issues related to seismic risks
- Success Factors and Measures of Success
 - Advocate seismic risk mitigation
 - Provide advocacy
 - Create opportunities
 - Become familiar with current programs
 - Develop stakeholder support
 - Advocate public outreach programs
 - Encourage social environment of acceptance of risk mitigation
 - Examine existing programs
 - Be available for presentations
 - Promote seismic hazard identification
 - Promote improved monitoring
 - Promote identification, mapping and characterizing seismic sources and induced hazards
 - Facilitate partnerships for seismic risk reduction
 - Identify potential partners
 - Become involved with public and private entities addressing ASHSC goals

TENTATIVE CONCLUSIONS:

- Committee “Mission” founded in seismic risk **mitigation**, not immediate response
- Committee “Mission” founded in both **partnering** and **initiating** programs
- Committee “Mission” founded in **facilitating** other entities as well as **generating** new materials
- Committee “Mission” founded in the **non-technical community**
- Committee “Mission” will have only limited focus on ASHSC relationships with Governor, Legislature or State Agencies
- Committee “Mission” more likely to be found in ASHSC relationships with **local governments and lay public**
 - Public and private sector relationships, local government relationships and general powers in statute
 - Charter provisions for recommending and participating in programs that result in disseminating information
- **Committee Meeting necessary for more detailed development of Education and Outreach Mission Statement**

TOOLS AND STRATEGIES FOR PUBLIC EDUCATION

Nathe, et al., Public Education for
Earthquake Hazards in “Natural
Hazards Informer,” No. 2, Nov. 1999

TOOLS AND STRATEGIES FOR PUBLIC EDUCATION

- Goal: change people's behavior by
 - Raising questions [positing problems]
 - Offering fairly simple answers [how to solve it]
 - Have authorities to reinforce the message

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 - Formal education
 - Age group
 - Family connections
 - Gender
 - Prior disaster experience
 - Cultural background

CONCLUSIONS:

EFFECTIVE PUBLIC EDUCATION

- Explain complicated phenomena in non-technical terms
- Information should come from various credible sources
- Repeat consistent information in many different media
 - Written material for reference is most desirable
 - TV/radio is only “somewhat effective”
- Information should tell people what to do before, during and after earthquake or tsunami
- Peer discussions help belief and action

DEVELOPING EDUCATION- AND-OUTREACH “DELIVERABLES”

What is the appropriate “niche” for
ASHSC Education and Outreach?

DEVELOPING “DELIVERABLES”

- What is the appropriate “niche” for ASHSC Education and Outreach?
- Given: Other agencies/institutions have produced large quantity of quality, credible EQ educational materials, e.g.,
 - DHS&EM
 - WC/ATWC
 - DGGS
 - UAF-GI
 - AEIC
 - USGS
 - Red Cross

DEVELOPING “DELIVERABLES”

- What is the appropriate “niche” for ASHSC Education and Outreach?
- Given: Other agencies/institutions have produced large quantity of quality, credible EQ educational materials.
- Focus on Pre-Disaster Mitigation (“PDM”) or “seismic hazard mitigation” per AS 44.37.069(4)

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 - Define “Seismic Hazard Mitigation” to determine where others already have educational materials and programs
 - *Facilitating* implementation of Response-Preparedness messages of other agencies/institutions
 - Develop quality, credible earthquake and tsunami educational materials and programs in areas of “seismic hazard mitigation” not already targeted by other agencies and institutions

DEVELOPING “DELIVERABLES”

- “Individual Preparedness” is the area of PDM or ASHSC-mandated “seismic hazard mitigation” where others have already developed credible educational materials and programs that focus on:
 - Assess site for faults, settlement, slide, shake, tsunami potential
 - Develop EQ/Tsunami disaster “Plan” for home, school, work
 - Cache EQ/Tsunami disaster supply kit
 - Secure, anchor and support equipment, furniture and objects
 - Determine structural resistance and safety of home, school, workplace

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- Two elements extend *beyond* “Individual Preparedness” and may not even be within abilities of lay persons:
 - Assess site for faults, settlement, slide, shake, tsunami potential
 - Determine structural resistance and safety of home, school, workplace

DEVELOPING “DELIVERABLES”

- “seismic hazard mitigation” or “mitigation” means [in statute] activities that prevent or alleviate harmful effects of seismic hazards to persons and property including
 - Identification and evaluation of seismic hazards
 - Assessment of risks
 - Implementation of measures to reduce potential losses before a damaging event occurs

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 - Identification and evaluation of seismic hazards
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- “seismic hazard” means an earthquake-induced geologic condition that is a potential danger to life and property. “Geologic condition” includes strong ground shaking, landslide, avalanche, liquefaction, tsunami inundation, fault displacement and subsidence. “Tsunami” means a large ocean wave produced by an earthquake, landslide, or volcanic eruption.

DEVELOPING “DELIVERABLES”

- Focus on “seismic hazard mitigation” or “mitigation,” meaning, activities that prevent or alleviate harmful effects of seismic hazards to persons and property including
 - Identification and evaluation of seismic hazards
 - Assessment of risks
 - Implementation of measures to reduce potential losses before a damaging event occurs
- Where, “seismic hazard” means an earthquake-induced geologic condition that is a potential danger to life and property. “Geologic condition” includes strong ground shaking, landslide, avalanche, liquefaction, tsunami inundation, fault displacement and subsidence. “Tsunami” means a large ocean wave produced by an earthquake, landslide, or volcanic eruption.
- But exclude some elements of “**Individual Preparedness**” where others have already developed credible educational materials and programs that focus on:
 - Develop EQ/Tsunami disaster “Plan” for home, school, work
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- And do not exclude
 - Assess site for faults, settlement, slide, shake, tsunami potential
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POTENTIAL DELIVERABLES TO STAKEHOLDERS

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 - ASHSC Annual Report
 - Program of continuous (monthly?), encapsulated information to legislators and governor
 - Caveat: clear funding and policy communiqués through DNR and Governor's Office

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- RE State and Local Agencies
 - Draft and provide model EQ/TSU ordinances for land use planning, zoning, building codes
 - Develop working relationships with LEPA and LEPCs
 - Encourage dormant LEPCs to become active commissions

POTENTIAL DELIVERABLES TO PUBLIC AND PRIVATE SECTOR

- ASHSC Website and links (continue to develop)
- Promote public support for adoption of model earthquake.tsunami ordinances
- Facilitate public education with existing materials
 - AMEREF insert
 - AEIC/ATEP K-12 science curriculum
 - Pamphlet racks in libraries and city halls; tourist locations and CofC
- Speakers Bureau: facilitate presentations and programs for
 - local public,
 - local elected officials,
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- Program of regular, continuous dissemination of information
 - Press releases re public readiness
 - Legislators re technical and policy needs
- Packages Shelved for Opportunistic Event, distributed pro-actively

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 - Model legislation
 - Model ordinances
 - Media education
 - Directory of seismic experts
 - Directory of speakers

SUMMARY AND CONCLUSIONS

- The ASHSC Education and Outreach Committee needs a mission statement
 - Focus on seismic hazard mitigation
 - Incorporate partnering and facilitating as well as initiating and generating programs
 - Target primarily lay non-technical community

SUMMARY AND CONCLUSIONS

- Effective public education requires
 - Non-technical terminology
 - Variety of credible sources
 - Consistent and continuous stream of information
 - Peer discussions

SUMMARY AND CONCLUSIONS

- The “niche” of the ASHSC Education and Outreach Committee is
 - Facilitating dissemination of rich supply of existing materials and programs
 - Generating materials and programs that are not focused on individual preparedness

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 - Local governmental units and local agencies
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 - Prioritized
 - Assigned to responsible committee members
 - Given timelines
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