

BRANDON EMERGENCY ALERTING PROJECT

PUBLIC EDUCATION CAMPAIGN REPORT

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Brian Kayes  
Emergency Coordinator  
Project Coordinator for BEAP  
City of Brandon

## PUBLIC EDUCATION CAMPAIGN REPORT

### EXECUTIVE SUMMARY

The Public Education Campaign for the Brandon Emergency Alerting Project (BEAP) has gone very well. This campaign has included radio, television, newspapers, direct mailings, street signs, internet, public postings, and community meetings. When people were interviewed in telephone surveys it was found that more than 90% were aware of BEAP.

BEAP has experienced great cooperation and participation from the community. The Community Advisory Committee for Emergency Preparedness has provided the main volunteer base both in focusing the campaign direction and in preparing some of the educational materials. The Brandon Emergency Support Team has also provided guidance and volunteer assistance. Radio, TV, and the print media have been instrumental in assisting BEAP produce a well rounded campaign. The public readily participated in the telephone interviews conducted by Probe Research.

The Public Education Campaign has been successful in providing several types of information:

- an overview of the project so that people would understand the who, what, where, when , and why of BEAP
- identifying the east part of Brandon as the test area
- instructing people on what they should do when they hear the siren or see the strobe
- requesting that people cooperate with the surveyors so that we can learn
- identifying the BEAP supporting sponsors

Probe Research's data shows that people have a good understanding of the project through the public education campaign. Of the 90% who were aware of the project, everyone could recall where they had heard about it. Many could recall several sources. There is also good support for an emergency alerting system with more than 90% endorsing the idea to some degree. Of those who heard the siren, nearly 53% followed the instructions provided by the campaign. For those who did not hear the siren, 66% indicated that they would follow those instructions.

Results of BEAP will be utilized by the people in Brandon to make an informed decision regarding the suitability of a siren system for the City of Brandon.

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## PUBLIC EDUCATION CAMPAIGN REPORT

### **INTRODUCTION**

The City of Brandon, the Brandon Emergency Support Team, the Community Advisory Committee for Emergency Preparedness, Acoustic Technology Inc., Probe Research, Manitoba Hydro, Brandon Regional Health Centre, Brandon School Division, Riding Mountain Broadcasting, Craig Broadcasting, Standard Radio, The Brandon Sun, The Wheat City Journal are pleased to have taken part in this demonstration and evaluation of new public alerting technologies and products.

Our long term vision for public alerting sees a community that has the technological resources to notify each and every one of its citizens through a variety of means. We recognize that the majority of emergency events occur at the local level and impact upon localized populations. With this in mind, we envision our citizens as being educated to the point where they understand what an alerting message is telling them and they are motivated to take the actions necessary to help themselves and their neighbours. We see the citizens of Brandon as partners in our emergency preparedness program and as such each having a vital role to play to protect everyone's safety.

The hazard assessment for the City of Brandon identifies transportation and industrial accidents as likely occurrences. Any release of a chemical product by such an occurrence has a high level of maximum threat to the community. Brandon is also identified as being vulnerable to severe weather such as tornadoes. Portions of the City are built below the flood level of the Assiniboine River and are protected by dikes. Failure of a dike would require instant notification of the people located in the flood zone. The City also has occasional fires, in both residential and commercial buildings and smoke carrying toxic chemicals may necessitate a notification.

We believe that an alerting technology is part of a complete system of emergency preparedness and that it, coupled with proper and realistic public education will have a dramatic effect on the lives of everyone living in our City. This includes people with special needs. An alerting system must be part of a complete program so that people are not surprised by the alert. In fact they should be expecting to be alerted every time the need arises and they should be expecting to be alerted in a variety of ways.

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### **1. MEETING PROJECT OBJECTIVES**

The following project goal was set:

#### Project Goal

To determine if a siren alerting system is effective and acceptable to the citizens of Brandon.

Feedback was obtained through various community meetings and forums to help determine the style of siren sound that the community might find acceptable. It was realized very early on that this was a project for the people of Brandon and as such B.E.S.T. would ensure that the citizens had input. This became a major focus of the project in that Probe Research was hired to survey the public to determine what the people really thought of the idea and the technology. Like the results or not B.E.S.T. would use this information to make a final decision on the merits of a siren system for community alerting. Although the members of B.E.S.T. believe that an alerting system is needed they also understand that it has to be a system that the public will embrace.

The following objectives were established in the Demonstration and Evaluation Project Plan (see Appendix N)

#### Objective 1

Develop and provide a detailed Public Education Campaign. This was completed by various consultations with media partners. See Appendixes C, D, and E.

#### Objective 2

Identify the Diversified Public within the test area

This was completed through research. See Appendixes A and B.

#### Objective 3

Determine and describe appropriate public education methods.

This was completed in consultation with media partners. See Public Education Campaign Report.

#### Objective 4

Describe the type and level of information and knowledge to be disseminated.

This was completed in consultation with media partners and is evidenced by the range and scope of information provided. See Appendix D.

#### Objective 5

Describe the level of awareness and knowledge of the public as a result of campaign

This was completed by Probe Research. See Appendix H.

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### Objective 6

Describe other Canadian Public Emergency Awareness/Alerting campaigns.

This was completed through research. See Other Relevant Findings.

### Objective 7

Describe best practices from other Canadian campaigns

This was completed through research. See Best Practices.

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### 2. & 3. THE PUBLIC IN THE TEST AREA AND RESULTING CAMPAIGN

It was not possible to gather data that was specifically related to the test area therefore City wide data from Statistics Canada was reviewed (Appendix A). The Project Coordinator then interviewed local people to learn more detailed information about the population in the test area (Appendix B). There is no one easy source for this information so gathering it is time consuming and a process that involves making contact with a variety of people.

From a review of 1996 Statistics Canada community profile information we learned the following:

- Population totaled 40,581;
- Approximately 24% of the population was retirement age;
- Approximately 8% of the population have a language other than French or English as their first language;
- Approximately 3% of the population work in the agricultural sector;
- Approximately 65% of the population has completed high school.

From the community the Project Coordinator learned the following:

- The test area has a wide mix of residential types. This includes an estimated 2,300 private dwellings, 400 multi-family dwellings, 100 bed seniors complex, and the hospital.
- The test area has 2,931 mailing addresses.
- Westman Multicultural Council identified Spanish as a language that a number of new comers to Brandon used.
- Adult Learning Centre reported that newcomers to Brandon were speaking Spanish, Romanian and Ethiopian (Amharic) languages.
- Westman English as a Second Language reported Korean, Ethiopian, Chinese, and possibly French as being required.
- Don Jessiman, Councillor for Green Acres Ward, reported that he was unaware of anyone in his ward that had been unable to communicate in English.
- Errol Black, Councillor for Riverview Ward, reported that he was aware of some people who may not have a good working knowledge of English. They were identified as Korean and Ethiopian but he was unable to provide their location within the ward.
- Brandon Friendship Centre reported that the First Nation's population within Brandon functioned in English although many spoke other languages as well.
- Deon Viorobe reported that all of the Nigerian population has a good working knowledge of English.

This information was then used to guide the development of BEAP's Public Education Campaign.

Situation	Resulting Communication Action
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<p>Population present in single family dwellings, row housing, apartment blocks, seniors housing complex, hospital, residential care, light and heavy industrial operations, health care workers, elementary school and community college teachers and students, general commuters</p>	<ul style="list-style-type: none"> <li>• Advertising and PSA’s on four local radio stations to account for the variety of listening choices</li> <li>• Advertising and PSA’s on local television</li> <li>• Advertising in both local newspapers to account for the variety of readership</li> <li>• Post signs at the seven major entrances into the City for commuters awareness</li> <li>• Deliver flyers by mail to all 2,931 addresses</li> <li>• Provide a web page on <a href="http://www.brandon.ca">www.brandon.ca</a></li> <li>• Post information on the B.E.S.T. Display Board in City Hall</li> <li>• Provide Project Coordinator’s phone number on all material.</li> </ul>
<p>Population present who speak Korean, Chinese, Spanish, and Amharic (limited English). They are not isolated as they are members of small supporting groups</p>	<ul style="list-style-type: none"> <li>• Provide information in language of choice so that members of the supporting group have access to share with the group</li> </ul>
<p>Population present who are retirement age</p>	<ul style="list-style-type: none"> <li>• Provide information in a manner that is respectful of those with a lot of life experience</li> <li>• Provide information in a format that is simple and non-technical; however be prepared to answer questions that may be technical in nature</li> <li>• Provide Project Coordinator’s phone number on all material.</li> </ul>
<p>High percentage of population present are not familiar with agriculture sector and there for may not have understanding of chemical related risk</p>	<ul style="list-style-type: none"> <li>• Be prepared to provide information and answer questions related to hazardous materials incidents</li> </ul>
<p>Population present who have not completed high school</p>	<ul style="list-style-type: none"> <li>• Provide information in a format that is simple and non-technical; however be prepared to answer questions that may be technical in nature</li> <li>• Provide Project Coordinator’s phone number on all material.</li> </ul>
<p>Population present who are school age children</p>	<ul style="list-style-type: none"> <li>• Provide information directly to the schools through individual principles</li> <li>• Provide a video designed for schools</li> <li>• Schools to receive same media information as others in test area</li> </ul>

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Note: BEAP was not able to make contact with an Amharic translator but the information was provided to several agencies that have regular contact with Ethiopians in Brandon. BEAP was not able to determine if anyone from this population group lived in the test area.

BEAP attempted to have a volunteer group make presentations to the three elementary schools in the test area. The Manitoba Telephone Pioneers were willing and able to provide this service under the condition that they have a video to use to show the children. An introductory video that was to have been the core of this program was not available until just before the last planned test and was therefore no longer relevant to the program. Information was provided to the schools and school staff followed the development of the program in the media. Once the school staff understood that their response to the siren during the testing was to be no more involved than what was expected of the general public, their urgency for a training session was reduced and they felt comfortable monitoring the media for information. The schools remain interested in spending time on actual response training if and when the City has an actual alerting system.

### Advertising Development

Two 30 second television commercials were written. One was generic in nature and one provided the specific dates of upcoming tests. Only the generic one was produced. The script was written by the television writers and approved by the Project Coordinator.

One radio commercial was produced. It was generic in nature. The script was written cooperatively by the radio stations and approved by the Project Coordinator.

Both the television and the radio spots were voiced and re-voiced, for the second half of the project, by the Project Coordinator. This reduced production costs as the same commercial could be played on any station without voice recognition being an issue for the stations.

A template for print advertisements was created by IMG and was used to create a variety of ads in the two local newspapers. The design style was also utilized for the street signs and flyers.

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### 4. OVERALL PUBLIC REACTION

Probe Research's result showed that nearly 45% of respondents in the test area have concerns about a major emergency happening in the next five years. Fully 50% of those offered chemical spill as the most likely concern with 23% stating tornado and plant explosion as concerns. When asked if a public alerting system was a good idea 90% of people responded that it was. From this we see quite clearly that the public is aware of the issues and has some concerns that they believe need to be addressed by public alerting.

BEAP found that their public education campaign was very successful with 90% of respondents aware of the project and 100% aware of at least one media type where they learned about it.

Overall the siren was able to notify approximately 40% of people in the test area at the time of the test. Of these people approximately 60% were indoors. People at home were more likely to hear the alarm in a quiet environment (70%) versus a noisy one (26%). At work 55% of people who heard the alarm described the work area as somewhat noisy. Among those who heard the alarm at home 53% had windows opened and of those who did not hear the alarm 24% had windows open at the time. Of respondents who heard the alarm 53% followed the instructions provided in the public education campaign and turned on their radio. The strobe light did not prove effective at notification with approximately 1% of respondents reported seeing it. Of all of the tones played the alternating steady (high low) was the one chosen by BEAP test members as the most effective at getting their attention and was rated most highly by the survey for having the best clarity. It also rated as second best at indicating an emergency was happening at 67% versus 71% for the red alert (air raid). The Westminster chime tone was deemed by the survey to be the most effective at getting people's attention at 32% versus 27% for the red alert and 22% for the alternating steady. Considering all of this and weighing heavily on what the test team members felt the alternating steady is overall, the most effective tone that BEAP tested.

The most frequent concern reported to the Project Coordinator was that they did not hear the siren or that they heard it but it was not very loud. They were very much in support of the project and were phoning to provide their input. They made it clear they wanted something that worked.

Another concern that was expressed more than once was the line of survey questioning that asked to speak to the "man of the House". This infuriated several female residents until the Project Coordinator was able to explain that the surveyors were trying to balance their male/female ratio of respondents. Once they understood the rationale they were again supportive of the project.

The commercial radio stations were concerned that their broadcasts were run by computer in the evening and night time and that no one would be available to provide an alerting message quickly. This was not an issue for the testing as BEAP had no plans to conduct an early morning test. It was however an issue that would have to be dealt with as part of the review of the merits of a siren system and could be a limiting factor as siren can do little more than get people's attention.

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### **5. EFFECTIVENESS OF PUBLIC EDUCATION EVENTS**

The overall effectiveness of the various public education activities taken as a cohesive campaign was very good. More than 90% of the population in the test area was aware of the program. Each of the activities is discussed and assessed individually.

#### Community Presentations

The Project Coordinator presented at two community attended events. One was a course presented at the Brandon Regional Health Centre where questions about BEAP were answered. The second was a formal presentation on shelter-in-place at a conference sponsored by the Office of the Fire Commissioner.

#### Assessment.

- The presentations were effective and any information that was not clear was answered by the Project Coordinator. Questions were related to the cost of installing and maintaining a siren system, when a system would be installed, the affect of weather on the siren, and BEAP test times

#### Community Meeting and Public Forums

Two community meetings and two public forums were held. A fact sheet was provided at each (Appendix D).

Each of these meeting included a 15 minute Power Point presentation (Appendix G). One of the Community Meeting included a showing of B.E.S.T.'s Shelter-in-Place video.

#### Assessment.

- The presentations were effective and any information that was not clear was answered by the Project Coordinator. Questions were related to the cost of installing and maintaining a siren system, the affect of weather on the siren, how the sirens are powered, commercial radio on computers during the night shift, and BEAP test times

#### Project Media Launch

The Media Launch was announced to 130 B.E.S.T. members and 30 Community Advisory Committee members by e-mail and fax (Appendix D). A Media Release was provided to the Media and those at the site (Appendix D).

The Media Launch was attended by Mayor Burgess, Councillors Black and Jessiman, Fire Chief Gregoire, Police Inspector Bercier, Industry Canada representative Yvon Bissonnette, Andrew Lane from Probe Research, John Eastgate, Marion Dodds, Nellie Kopitz, and Nancy Stadnyk from the Community Advisory Committee, Reid Lumbard from Simplot, Barrett Nelson from MEMO, and several Brandon Fire Fighters. Members of the media included representatives from CKX TV, Brandon Sun, Wheat City Journal and CKLQ Radio.

Following the presentations by the Project Coordinator and the Mayor (Appendix D) several persons were interviewed by the Media. Representatives from the Brandon Police Service,

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Brandon Fire Department, and Industry Canada were interviewed by the Wheat City Journal, and CKX Television. The Project Coordinator conducted a telephone interview with CKLQ upon returning to the office.

### Assessment.

The Media Launch was the formal way of announcing the project to the community. The local media had been aware of the project since the beginning of the year and had provided some coverage following the Community Meeting. Nonetheless there were approximately 30 people who came out to show their support for the project. This included local media, local politicians, BEAP Team members, B.E.S.T. members, Industry Canada, and City of Brandon staff. It provided an opportunity for any questions to be answered and allowed representatives from Police and Fire to show their support to the citizens.

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### **6. LEVEL OF EDUCATION ACHIEVED**

An important part of BEAP dealt with public education and the following shows how successful the project team was at getting the message out to the public and in having them understand what BEAP was about. This is especially evident by the level of participation experienced in the Probe Research telephone interviews.

The Brandon Emergency Alerting Project wanted the people of Brandon in general to be aware of the siren testing program.

There was a very high level of awareness attained throughout the City. Although the heaviest concentration of advertising was directed to those living in the test area, the BEAP Testing Awareness question S2Q1 showed that the awareness level was substantial throughout Brandon. An average in excess of 90% of people in the test area reported they were aware of BEAP. When the survey included people from the entire City the results dropped to a still impressive 84% awareness.

BEAP specifically wanted the people living in the tests area to know about the program and to be willing participants by taking part in the Probe Research surveys.

Probe Research reported that more than twice as many people agreed to take part in our survey as compared to other surveys conducted in Manitoba. More than 50% of those who were telephoned agreed to participate. Three hundred people asked not to be called again and even with this included in the mix the results of the BEAP survey was more than twice what typically is expected. This would indicate that people were educated about taking part in the Probe Research survey of BEAP.

BEAP wanted people to know that when the siren was heard that they should go indoors and turn on their radio.

When asked what action they took in response to hearing the siren (S7.Q4) 53% reported they turned on the radio. The second most popular answer at 25% was to take no action as they knew it was a test. This again shows the degree of awareness that people had. For those who were not in the tests area, when asked what they would do if they heard the siren (S12. Q1) 66% said they would turn on their radio and 12% would turn on their television. A smaller proportion at 7% would go indoors.

BEAP wanted people to be aware that this was a community initiative that was being provided in large part by the Brandon Emergency Support Team.

When asked if they had heard of B.E.S.T. (S2. Q4) it was found that 69% of people in the test area were more likely to be aware of B.E.S.T. than those from the rest of the city at 53%. This suggests that by providing information that was focused to the test area residents they were more likely to pay attention to it. There was also an increase in the level of awareness in the test area suggesting that the public education program had an effect.

BEAP wanted people to be aware of the concept of shelter-in-place.

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When asked if they were familiar with the concept of shelter-in-place (S13. Q3) it was found that a fairly consistent 25% of people in the test area knew about SiP. This was higher than the 18% of those from outside of the test area who knew about the concept. Again the focused program had people in the test area more likely to pay attention to the concept. Respondents also demonstrated an understanding of the steps required to shelter-in-place. When asked what shelter-in-place suggests they do (S13. Q4), 60% provided the first step and 43% gave the second step.

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### 7. OVERALL EFFECTVENS OF THE CAMPAIGN

#### Survey Data and Analysis

The survey instrument was designed by Probe Research and reviewed by the Project Coordinator. Clarification of some minor points produced an instrument that was tested for practicality and time. It was then further adjusted so that it ran about 10 – 15 minutes.

After the first test the instrument was again reviewed and some emergency preparedness related questions were removed shorten the time taken to complete. These questions were returned for the fifth test. Since results had been consistent the Project Coordinator and Probe Research decided to expand the survey beyond the test area for 50% of the respondents. These people would be asked the emergency preparedness questions and other questions not directly related to hearing the siren or not.

The Project Coordinator had calls from citizens about the survey. One person complained that the surveyor was impossible to understand and hung up. Two female citizens took offense to being asked for the “man of the house” as it was not made clear to them that the reason for asking was to balance the male /female ratio of the sample. One person complained that the surveyors did not need to be asking questions about owning her own home or not. The Project Coordinator made contact with callers whom he could identify and explained the reasoning.

#### PROBE RESEARCH - EXECUTIVE SUMMARY

##### BEAP Tests Research among Residents of a Selected Area of Brandon

#### EXECUTIVE SUMMARY

The threat of a public disaster caused by an industrial accident or weather-related conditions is disconcerting to almost half of the population of the City of Brandon, and while citizens reported varying levels of emergency preparedness, virtually all residents demonstrated support for an enhanced public emergency alerting system.

The Brandon Emergency Support Team (BEST) program is well known among almost all area residents. The Emergency Quick Reference Guide, the Emergency Preparedness Handbook and the Public Service Announcement were effective in informing the public about the BEST program and over half of Brandon residents expressed familiarity with these promotional materials. Indeed, over the course of the research, close to three-quarters of the Brandon population indicated receiving recent information about the BEAP program.

Levels of public awareness regarding the “Shelter in Place” program were significantly lower than BEST awareness and remained fairly constant over the various waves of data collection. Furthermore, although one-quarter of survey respondents stated that they were familiar with this program, a closer examination of citizens’ comprehension regarding the program revealed that only a small number of respondents had embraced the recommended course of actions recommended by the “Shelter in Place” program.

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Subsequent to the first test, alarm participation—that is the percentage of residents in the right area, at the right time who actually heard the alarm—was fairly consistent with just over one-third of qualified residents reporting that they heard the siren. The sixth wave of data collection tested three different alarm sounds with respondents most likely to report that they had heard the Alternating Steady Tone on the occasion of this test. These same respondents, however, selected the Westminster Chime as being most likely to gain their own attention in the event of an emergency.

The study revealed that the alarm sound was considerably more effective than the strobe light in alerting the public of a large-scale emergency.

Brandon residents also described their reactions upon hearing the alarm tests, while those who had not heard the alarm anticipated their responses to a siren. By far, most citizens respond to an emergency alarm by turning on their radios. Less frequently noted responses also included going outside to investigate, turning on the television or closing their windows and doors. Several residents reported that they were aware of the test, and consequently did not react.

For a detailed examination of data gathered see Appendix H.

### ASSESSMENT OF MEDIA TYPES

Twenty-one different public education methods were considered of which nineteen were used. A number of messages were delivered by BEAP. The following are the assessments of these message types.

#### Newspaper

##### Newspaper advertising

These ads provided the who, what, where, when, and why of the project and community meetings.

##### Newspaper articles

These reviewed the reason for the project and gave the public an opportunity to keep pace with BEAP.

Newspapers were utilized for advertising, news coverage, and an information article. The newspapers did not take an active role in the project. Newspaper did a good job responding to short notice changes to advertising copy. The background of the ads was shaded and had the siren logo as a water mark. The newspaper ad was linked to more project information through the web address provided and Project Coordinator's phone number. The print media treated BEAP strictly as news and did not produce an information piece. The only information piece published was written by the Project Coordinator who writes a semi-regular article for a weekly paper.

Limited by:

## PUBLIC EDUCATION CAMPAIGN REPORT

- exclusive use of English
- the amount of space available to present information
- arms-length relationship with BEAP
- information must be ready at least two days before printing ads, however space was reserved ahead of time when BEAP schedule was set.
- must have a copy of the paper and be able to read.

Probe reported that 41 % of people had heard about BEAP through reading the newspaper.

### Radio

#### Radio Advertising

These ads provided the who, what, where, when, and why of the project and community meeting. Its message was simple, short, and to the point.

#### Radio Interviews

Interviews with the Project Coordinator about the project allowed for the provision of basic project information that was then presented to the public.

Radio was utilized for advertising, news broadcasts, and information entertainment. Radio worked very well in providing several different types of information. All radio stations worked well together and shared in the writing and production of material. The voice used for the commercial was the Project Coordinator which simplified production and could be aired on any station without voice recognition being an issue. The radio ad was linked to more project information through the web address provided. An effort was made to report on the progress of the project on news casts. The Project Coordinator was given ample time to get the message out during early morning programming. The radio station personnel were also willing and able to react to changes with very short notice. They also took a very active role in the testing process having people both waiting and advising of siren activation as well as providing on air announcements as part of the testing.

Limited by:

- exclusive use of English
- length of time available to present information so messages must be short and simple
- require a radio and listeners to be on the right station to get the message.

Probe reported that 53 % of people had heard about BEAP through the radio.

### Television

#### Commercial Television

These ads provided the who, what, where, when, and why of the project. It also provided the web site as a contact for more information. It provided good visuals of hazmat and severe weather to reinforce the need for emergency alerting. It identified with B.E.S.T.

TV was utilized for advertising, public service announcements, and news broadcasts. The TV

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station worked well with the Project Coordinator. Russell Maloney, a CKX Television employee was the Media Advisor to BEAP. TV worked very well in providing several different types of information. The voice for the advertising was the same as used on the radio. The TV ad was linked to more project information through the web address provided. The ad was also run as PSA's. All significant events were covered by the news. An offer to appear on the noon hour show was delayed until after the results of the testing were available to ensure there would be enough to discuss for the allotted period of time. This will take place before the Fall testing.

Limited by:

- exclusive use of English
- length of time available to present information so messages must be short and simple
- require viewers to have a TV on the right channel to get the message.

Probe reported that 25 % of people had heard about BEAP through the television.

Community television

Public television produced and broadcasted a segment on BEAP as part of the City of Brandon's *One 2 One* program. This effectively covered all aspects of BEAP and allowed the various siren tones to be played and discussed. The program was linked to more project information through the web address provided and Project Coordinator's phone number.

Limited by:

- exclusive use of English
- level of professional assistance available to produce a professional product. Must rely on own script and host interviewer.
- require viewer to have a TV on the right channel to get the message.

Community Contact

Public Meetings

Provided opportunity for the project to be explained in detail and for community questions to be asked and other unknown issues come to light. People left the meeting satisfied and supportive of the project.

B.E.S.T., Community Advisory Committee, Other Meetings

These meetings provided a review of the project and brought members up to date at various points.

Limited by:

- attendance numbers
- Project Coordinator limited to English

Community Presentations

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Two community presentations were used to provide BEAP information. One was a BRHC inservice and one was a conference presentation for the office of the Fire Commissioner. Both provided opportunity for detailed explanation of the project enhanced by the ability to clarify any misunderstandings that people may have had.

Limited by:

- attendance numbers
- people may or may not be from the test area

### Flyers

These publications provided details on the who, what, where, why, when. It also included clear instructions on what was expected of citizens and how they could get more information. It was very clear and easy to read and understand. It identified with B.E.S.T.

Approximately 3000 flyers were delivered to every mailing address in the test area on two occasions. One mailing was just before the first test. Copies were also produced in Korea, Chinese, and Spanish and provided to help agencies working with new immigrants. This was produced on yellow paper and included the siren logo as a water mark. The flyers were linked to more project information through the web address and Project Coordinator's phone number. The colour and water mark tied things in with the street signs and newspaper advertising. The 8 ½ by 11 paper was able to provide full details of the project and could say exactly what the BEAP personnel wanted to say without being filtered by the media.

Limited by:

- information that can be prepared at least a week ahead of production and delivery schedule.
- must have an address within the test area to receive a copy

Probe reported that 31 % of people had heard about BEAP through reading the flyers.

### Street Signs

The street signs are some what small for the amount of information contained. There have been several comments from citizens about noticing the signs so they have had some effect. It identified sponsors.

Street signs were posted at seven locations in the City so that people coming into Brandon would have an opportunity to be aware of BEAP and what they should do if they hear the siren. This helped announce the project to all people. The background colour was yellow and had the siren logo as a water mark.

Limited by:

- exclusive use of English
- the size of the sign

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- the message must be short and simple so those driving by can read and understand it.

Probe reported that 1 % of people heard about BEAP through reading the street signs.

### Electronic

#### E-Mail Council Updates

These messages brought Council and City staff up to date on the project through the City's e-mail system.

Council Updates were provided on the City of Brandon's Intranet periodically and could be provided weekly if warranted. These go to the Mayor and all City Councillors as well as to 260 computer users in the City network. These can provide as much detail as required to ensure the project is understood and are read by Council.

Limited by:

- the effort to gain access
- must have a computer with Internet access
- must know how to use a computer

#### Other E-Mail and Fax

E-mail and Fax was used to keep BEAP Team members and B.E.S.T. members informed of the projects developments and requirements for assistance. This worked well for those who have e-mail. E-mail saves a lot of time for organizers as the other alternative is individual phone calls to team members.

Limited by:

- the effort to gain access
- must have a computer with Internet access or fax machine
- must know how to use a computer
- 

#### Web Page [www.brandon.ca](http://www.brandon.ca)

This message provided a lot of detail regarding the who, what, where, when, and why of BEAP. It was easy to access from the scrolling window on the City's homepage. Once on the BEAP page, the information was easy to read and understand. Activating the siren tones was straight forward and worked well. When each tone was played it had a different picture related to the siren. It also had wording that described when the tone would be used. The web page also provided the Project Coordinator's phone number for more information. They identified sponsors.

The web page included the information from the flyers as well as an opportunity to play the siren tones. The page was activated May 16, 2003. There were 6 hits in May, 216 in June and 49 in July.

## PUBLIC EDUCATION CAMPAIGN REPORT

Limited by:

- the effort to gain access
- must have a computer with Internet access
- must know how to use a computer

Probe reported that 1 % of people heard about BEAP through the Web.

### B.E.S.T. Display Board

The B.E.S.T Display Board is located in City Hall and has been in place for a number of years. People are used to seeing a variety of emergency preparedness related displays. BEAP has provided the flyers in all languages as well as photographs of various BEAP items. Also available are other emergency preparedness publications which then link the need for an alerting system with the hazards Brandon faces.

Limited by:

- must be able to read information in language provided
- must be in City Hall

### Project Coordinator

The Project Coordinator's phone number has been included on the flyers and newspaper ads. The Project Coordinator has received 6 phone calls from citizens regarding the second half of BEAP.

Limited by:

- knowing who to contact
- Project Coordinator availability
- Project Coordinator limited to English

Probe reported that 9 % of people heard about BEAP through contact with the Project Coordinator.

### Student classroom, Tape/CD Recorded Messages

These two methods were not utilized. Plans had been made to have a volunteer group go to the three schools in the test area and make a presentation to students but a video to support this program was not ready in time.

Note

It is important to note that Probe reported that 0% of the survey group did not know where they heard about BEAP. In other words this was a very successful campaign.

## PUBLIC EDUCATION CAMPAIGN REPORT

Detailed examination of Public Education Methods.

Did the Public Education Method provide opportunity to communicate to those with:

Public Education Method	Working knowledge of English	Less than working knowledge of English
Radio advertising	Yes, message kept simple	No, speed of speech
Radio newscasts	Yes, message simple	Somewhat
Radio morning show	Yes, Q & A format provides opportunity for clarification	No, speed of speech
Television advertising	Yes, message kept simple	No, speed of speech
Television newscasts	Yes, message simple	Somewhat
Public TV Program One 2 One	Yes, Q & A format provides opportunity for clarification. Pre-recorded tones demonstrated.	No, speed of speech
Newspaper advertising	Yes, message kept simple but must read	Yes/No, reading level
Newspaper news	Yes/No, depends on reading level	Yes/No, reading level
Newspaper B.E.S.T. articles	Yes/No, depends on reading level	Yes/No, reading level
Flyers/Handouts	Yes/No, depends on reading level	Yes/No, reading level
Street signs	Yes/No, depends on reading level	Yes/No, reading level
Council updates		
www.brandon.ca	Yes/No, depends on reading level	Yes/No, reading level
B.E.S.T. display Board	Yes/No, depends on reading level	Yes/No, reading level
Project Coordinator	Yes, Q & A format provides opportunity for clarification. Pre-recorded tones demonstrated.	Yes when interpreter available
Community meetings	Yes, Q & A format provides opportunity for clarification. Pre-recorded tones demonstrated.	Yes when interpreter available
electronic	Yes/No, depends on reading level	Yes/No, reading level
student classroom	Not implemented	
public forums	Yes, Q & A format provides opportunity for clarification. Pre-recorded tones demonstrated.	Yes when interpreter available
tape/CD recorded	Not implemented	

Did the Public Education Method provide opportunity to make people aware of the project goal

## PUBLIC EDUCATION CAMPAIGN REPORT

to determine the effectiveness and acceptance of using a wireless siren system to alert the public to large scale emergencies within the City of Brandon:

Public Education Method	Positive use of opportunity	No use made of opportunity
Radio advertising	Yes	
Radio newscasts	Yes	
Radio morning show	Yes	
Television advertising	Yes	
Television newscasts	Yes	
Public TV Program One 2 One	Yes	
Newspaper advertising	Yes	
Newspaper news	Yes	
Newspaper B.E.S.T. articles	Yes	
Flyers	Yes	
Street signs		Possible but limited information space available
Council updates	Yes	
www.brandon.ca	Yes	
B.E.S.T. display Board	Yes	
Project Coordinator	Yes	
Community meetings	Yes	
electronic	Yes	
student classroom		Not implemented
public forums	Yes	
tape/CD recorded messages		Not implemented

Did the Public Education Method provide opportunity to make people aware that this is a test project to:

PUBLIC EDUCATION CAMPAIGN REPORT

Public Education Method	Demonstrate new technology	Evaluate new technology	Learn what citizens think	Learn how well the public ed campaign worked	Prepare reports for Canadians
Radio advertising	No	No	Yes	No	No
Radio newscasts	Yes	Yes	Yes	No	No
Radio morning show	Yes	Yes	Yes	Yes	Yes
Television advertising	No	No	Yes	No	No
Television newscasts	Yes	Yes	Yes	No	No
Public TV Program One 2 One	Yes	Yes	Yes	Yes	Yes
Newspaper advertising	No	No	Yes	No	No
Newspaper news	Yes	Yes	Yes	Yes	Yes
Newspaper B.E.S.T. articles	Yes	Yes	Yes	No	No
Flyers	Yes	Yes	Yes	No	No
Street signs	No	No	No	No	No
Council updates	Yes	Yes	Yes	Yes	Yes
www.brandon.ca	Yes	Yes	Yes	No	No
B.E.S.T. display Board	Yes	Yes	Yes	No	No
Project Coordinator	Yes	Yes	Yes	Yes	Yes
Community meetings	Yes	Yes	Yes	Yes	Yes
electronic	Yes	Yes	Yes	No	Yes
student classroom	Not implemented	Not implemented	Not implemented	Not implemented	Not implemented
public forums	Yes	Yes	Yes	Yes	Yes
tape/CD recorded messages	Not implemented	Not implemented	Not implemented	Not implemented	Not implemented

Did the Public Education Method provide opportunity to make people aware of the project parameters:

Public	Who is	What the	Why it is	When it is	Where it is
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PUBLIC EDUCATION CAMPAIGN REPORT

Education Method	conducting the testing	testing is to accomplish	being conducted	being conducted	being conducted
Radio advertising	Yes	Yes	Yes	Yes	Yes
Radio newscasts	Yes	Yes	Yes	Yes	Yes
Radio morning show	Yes	Yes	Yes	Yes	Yes
Television advertising	Yes	Yes	Yes	Yes	Yes
Television newscasts	Yes	Yes	Yes	Yes	Yes
Public TV Program One 2 One	Yes	Yes	Yes	General time frame	Yes
Newspaper advertising	Yes	No	No	Yes	Yes
Newspaper news	Yes	Yes	Yes	Yes	Yes
Newspaper B.E.S.T. articles	Yes	Yes	Yes	General time frame	Yes
Flyers	Yes	Yes	Yes	Yes	Yes
Street signs	Yes	No	No	General time frame	No
Council updates	Yes	Yes	Yes	No	Yes
www.brandon.ca	Yes	Yes	Yes	General time frame	Yes
B.E.S.T. display Board	Yes	Yes	Yes	Yes	Yes
Project Coordinator	Yes	Yes	Yes	Yes	Yes
Community meetings	Yes	Yes	Yes	Yes	Yes
electronic	Yes	Yes	Yes	Yes	Yes
student classroom	Not implemented	Not implemented	Not implemented	Not implemented	Not implemented
public forums	Yes	Yes	Yes	Yes	Yes
tape/CD recorded messages	Not implemented	Not implemented	Not implemented	Not implemented	Not implemented

Did the Public Education Method provide opportunity to make people aware of how best to participate in the survey by:

Public Education	Taking part in test activities	Answer all questions	Answer all questions
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PUBLIC EDUCATION CAMPAIGN REPORT

Method	before survey	thoughtfully	honestly
Radio advertising	No	No	No
Radio newscasts	Yes	Yes	No
Radio morning show	Yes	Yes	Yes
Television advertising	No	No	No
Television newscasts	Yes	Yes	No
Public TV Program One 2 One	Yes	Yes	Yes
Newspaper advertising	No	No	No
Newspaper news	Yes	Yes	Yes
Newspaper B.E.S.T. articles	Yes	Yes	Yes
Flyers	Yes	Yes	Yes
Street signs	No	No	No
Council updates	Yes	Yes	Yes
www.brandon.ca	Yes	Yes	Yes
B.E.S.T. display Board	Yes	Yes	Yes
Project Coordinator	Yes	Yes	Yes
Community meetings	Yes	Yes	Yes
electronic	Yes	Yes	Yes
student classroom	Not implemented	Not implemented	Not implemented
public forums	Yes	Yes	Yes
tape/CD recorded messages	Not implemented	Not implemented	Not implemented

Did the Public Education Method provide opportunity to make people aware of how to participate in the feedback process:

Public Education Method	Participate by listening, reflecting,	To be open to dynamic project	To share opinions on suitability	To share opinions on project	To share opinion on lessons

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	discussing		for Brandon	experiences	learned
Radio advertising	No	No	No	No	No
Radio newscasts	Yes	Yes	Yes	Yes	No
Radio morning show	Yes	Yes	Yes	Yes	Yes
Television advertising	No	No	No	No	No
Television newscasts	Yes	Yes	Yes	Yes	No
Public TV Program One 2 One	Yes	Yes	Yes	Yes	Yes
Newspaper advertising	No	No	No	No	No
Newspaper news	No	Yes	Yes	No	No
Newspaper B.E.S.T. articles	No	Yes	Yes	Yes	No
Flyers	Yes	Yes	Yes	Yes	No
Street signs	No	No	No	No	No
Council updates	Yes	Yes	Yes	Yes	Yes
www.brandon.ca	Yes	Yes	Yes	Yes	No
B.E.S.T. display Board	Yes	Yes	Yes	Yes	No
Project Coordinator	Yes	Yes	Yes	Yes	Yes
Community meetings	Yes	Yes	Yes	Yes	Yes
electronic	Yes	Yes	Yes	Yes	Yes
student classroom	Not implemented				
public forums	Yes	Yes	Yes	Yes	Yes
tape/CD recorded messages	Not implemented				

Did the Public Education Method provide opportunity to make people aware of how to react to the siren:

Public Education Method	Know what to do	Know when to do it
Radio	Yes	Yes

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advertising		
Radio newscasts	Yes	Yes
Radio morning show	Yes	Yes
Television advertising	Yes	Yes
Television newscasts	Yes	Yes
Public TV Program One 2 One	Yes	Yes
Newspaper advertising	Yes	Yes
Newspaper news	Yes	Yes
Newspaper B.E.S.T. articles	No	No
Flyers	Yes	Yes
Street signs	Yes	Yes
Council updates	Yes	Yes
www.brandon.ca	Yes	Yes
B.E.S.T. display Board	Yes	Yes
Project Coordinator	Yes	Yes
Community meetings	Yes	Yes
electronic	Yes	Yes
student classroom		
public forums	Yes	Yes
tape/CD recorded messages	Not implemented	Not implemented

Did the Public Education Method provide opportunity to make people aware of funding for the project:

Public Education Method	Providers of funding	Dollar value
Radio advertising	No	No

PUBLIC EDUCATION CAMPAIGN REPORT

Radio newscasts	Yes	Yes
Radio morning show	Yes	Yes
Television advertising	No	No
Television newscasts	Yes	Yes
Public TV Program One 2 One	Yes	Yes
Newspaper advertising	No	No
Newspaper news	Yes	Yes
Newspaper B.E.S.T. articles	No	No
Flyers	Yes	Yes
Street signs	Yes	Yes
Council updates	Yes	Yes
www.brandon.ca	Yes	Yes
B.E.S.T. display Board	Yes	Yes
Project Coordinator	Yes	Yes
Community meetings	Yes	Yes
electronic	Yes	Yes
student classroom	Not implemented	Not implemented
public forums	Yes	Yes
tape/CD recorded messages	Not implemented	Not implemented

Did the Public Education Method provide opportunity to make people aware of possible outcomes:

Public Education Method	May meet community needs	May partially meet community needs	May not meet community needs
Radio advertising	No	No	No

PUBLIC EDUCATION CAMPAIGN REPORT

Radio newscasts	Yes	No	No
Radio morning show	Yes	Yes	Yes
Television advertising	No	No	No
Television newscasts	Yes	Yes	Yes
Public TV Program One 2 One	Yes	Yes	Yes
Newspaper advertising	No	No	No
Newspaper news	Yes	No	No
Newspaper B.E.S.T. articles	Yes	Yes	Yes
Flyers	Yes	No	No
Street signs	No	No	No
Council updates	Yes	Yes	Yes
www.brandon.ca	Yes	No	No
B.E.S.T. display Board	Yes	No	No
Project Coordinator	Yes	Yes	Yes
Community meetings	Yes	Yes	Yes
electronic	Yes	No	Yes
student classroom	Not implemented	Not implemented	Not implemented
public forums	Yes	Yes	Yes
tape/CD recorded messages	Not implemented	Not implemented	Not implemented

Did the Public Education Method use a level of information to give:

Public Education Method	Basic understanding of project	Easy to follow instructions	Basic desired actions by citizens
Radio advertising	Yes	Yes	Yes
Radio newscasts	Yes	Yes	Yes
Radio morning show	Yes	Yes	Yes

PUBLIC EDUCATION CAMPAIGN REPORT

Television advertising	Yes	Yes	Yes
Television newscasts	Yes	Yes	Yes
Public TV Program One 2 One	Yes	Yes	Yes
Newspaper advertising	No	Yes	Yes
Newspaper news	Yes	No	Yes
Newspaper B.E.S.T. articles	Yes	No	No
Flyers	Yes	Yes	Yes
Street signs	No	Yes	Yes
Council updates	Yes	Yes	Yes
www.brandon.ca	Yes	Yes	Yes
B.E.S.T. display Board	Yes	Yes	Yes
Project Coordinator	Yes	Yes	Yes
Community meetings	Yes	Yes	Yes
electronic	Yes	Yes	Yes
student classroom	Not implemented	Not implemented	Not implemented
public forums	Yes	Yes	Yes
tape/CD recorded messages	Not implemented	Not implemented	Not implemented

## PUBLIC EDUCATION CAMPAIGN REPORT

### **8. BARRIERS TO THE PUBLIC UNDERSTANDING THE ALERT TONE & VOICE MESSAGES AND**

### **9. STEPS TO OVERCOMING THOSE BARRIERS**

The public's interest in issues waxes and wanes with the events of the day, so having an issue that captures their imagination even for a short period of time is very helpful. B.E.S.T.'s experience has been to keep information available at all times so that when the public is ready for it, it is available. This has worked with our public service announcements that can be selected and played based on what is happening in the world. An alerting program would become part of B.E.S.T.'s PSA rotation.

The BEAP campaign was multifaceted and had good success. A barrier to this type of program is the financial cost. A lot can be done with PSA's but to be a fair partner in such an arrangement the program should purchase some advertising. Alerting programs have to be part of local emergency preparedness programs which in turn must have a budget. Without a budget any public education campaign will be weak.

A multi-cultural society has the potential for a variety of languages to be in use. One of the difficulties is identifying what languages are needed. This was done effectively by contacting the "English as a second language" instructors who in turn referred BEAP to several contacts. The issue of translation was also addressed in this way. It is relatively inexpensive to translate and produce one page printed material. It becomes much more difficult to produce booklets and videos for what is a very small segment of the population. In some cases there were less than 40 people speaking one language.

It is very important to keep the message as simple as possible. BEAP is a complicated program using complex equipment, dozens of volunteers, heavy media involvement, and lots of public scrutiny. Yet it must be broken down to its simplest possible form. Initially what the public is concerned about are the practical things that affect them. What does the siren sound like? What am I supposed to do when I hear it? They are a lot less interested in who the sponsors of the project are. BEAP made a concerted effort to provide information on all aspects of the program but with special emphasis on having it easy to understand. If the message is too complicated, it leads to misunderstanding, which leads to negativity, which can then begin to direct the public education campaign. Keep it simple. Know your message. Stay in control.

## PUBLIC EDUCATION CAMPAIGN REPORT

### **10. BEST PRACTICES AND LESSONS LEARNED**

#### Plan

Do not start anything without first developing a plan. Know what it is you want to accomplish. Write a goal and some broad objectives to meet that goal. Think about who can help you and what they can do.

#### Individual Meetings

Meet with your potential partners individually so that you can spend time with them to be certain they know what you are planning to do. If this is a media partner and you want to establish a team made up of them and their competitors make sure they know that. Remember these are different businesses who may not necessarily share everything they do. Be very honest and direct about what your hopes for the project are.

#### Budget

One way to quickly build the partnership aspect of your project is to have something financial to contribute to the project. You can not expect to get everything for free but you will find your partners more willing to help if they do not feel like they have been taken advantage of. Show them that you have a budget and are willing and able to buy some of their advertising time.

#### Surveys

Use public surveys as a means of learning what your community thinks about your project. Take the time to educate them about your survey process so they will be more willing to cooperate.

#### Community Project

Public alerting systems should belong to the public. These systems are intended to provide the citizens of your community with information so they will take action to protect themselves and others. It is critical that these people have a sense of ownership in the alerting process so that they will not only tolerate an alert they will expect one.

The community gets behind projects that they understand and can believe in. BEAP did a lot of public education and it paid off in the public acceptance of the project and in the ease with which volunteers came on side. BEAP had assistance from numerous citizens at large who quickly became part of the team. To make this happen you have to accept that people will help as long as they can and as long as it interests them. Have extra people available and have meaningful work for them all.

#### Public Acceptance

The public demonstrated very good awareness of BEAP and had a positive response to having some form of emergency alerting system. By having the public on side from the beginning it undoubtedly reduced negative feedback. Even those people who were upset by various aspect of BEAP were easily swayed when they spoke with the Project Coordinator and discussed their concerns.

#### Community Meetings

## PUBLIC EDUCATION CAMPAIGN REPORT

Attendance at community meetings is very small unless the issue is very contentious. Even then, 50 people would “fill the place to the rafters”. This is an old style of getting information to the public and most people see it as too time consuming. A recent hazmat incident or some other calamity would have undoubtedly increased attendance at our public meetings.

### BEAP Team

It was necessary, in fact critical, to have BEAP team members educated about the project and as things developed, to keep them up-to-date. Electronic communication with BEAP team members worked reasonably well as long as members would regularly read their e-mail. Not all members had e-mail but good use was made of voice mail where available and pen and paper, where not. E-mail can save a lot of time but the personal communication by phone can address any uncertainty.

### Develop a Unified Program

Your public education program for public alerting should involve several different types of media to get your message across. It is imperative that you have one unified program design so that everything you are doing will easily be recognized as the alerting project. In short you need to brand your project. BEAP linked as many parts of the public education campaign as possible and this seemed to provide good results. The campaign was linked by the involvement of B.E.S.T., the siren logo, the colour yellow, using the same voice to narrate radio and TV ads, all newspaper ads used the same design, size and shape, Project Coordinator was the one spokesperson.

### Recognizable Voice

Using the Project Coordinator to voice the radio and television commercials worked very well. It helped tie the project together and avoided any hesitation by the media partners in using a voice that may be recognized as a competitor's.

### Up-to-date

It is imperative that you keep all of your partners up-to-date with the developments of your project. You must recognize that they are extremely busy people and everything that you can do to give them time to work on your project the better for everyone. It is critical to have all information prepared and ready to go as soon as possible. The Media is able to accommodate last minute changes to a certain degree but there is more chance for error the more things are rushed. Once the Media understand what it is you want, they will deliver.

### Know Your Message

It is very important to know what your message is and to say it as simply as possible. There is not time in a thirty-second spot to say very much nor is there space in a newspaper ad. Keep it simple or it will get lost.

### Postal Service

The Postal Service is very effective at getting something to every address in a given area. They

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are not, however, designed to respond quickly to customer needs. They will not process anything until payment is made and will not take credit cards. They prefer a billing account be established but this takes several weeks to set up. Project Coordinator paid cash to get it delivered on time.

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### **11. MAINTAINING THE LEVEL OF EDUCATION FOR FUTURE GENERATIONS**

The critical point in ensuring that the level of education about emergency alerting is maintained for future generations is to keep whatever is being presented relevant. This goes back to the earlier discussion about culture. Culture is different in space and time. We do not live like our parents did and our children will not live as we have. As early as possible the process of education has to be turned over to the next generation.

We do not expect our young people to be equipped to deal with the complexities and stress of managing an alerting system for a community. We ourselves are just now maturing to the point where we will entertain the idea of emergency alerting as a necessary part of our modern lives. We can begin to ensure that our way of thinking does not impede the work of the next generation by being exposed to their psyche. This can be accomplished by taking them as mentors. We need to understand what perspective they have on things so that we can understand what will be right and wrong in the future. We will not put them in complete control but they should shape their future. We need to develop emergency alerting as a level platform that one generation to the next can smoothly move onto.

Technical issues can change but it is the priorities of society that will determine if emergency alerting is here to stay or is once again allowed to be buried under the sand. Only the new generations will be able to help us make the right decisions.

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### 12. OTHER RELEVANT FINDINGS

BEAP has shown that the public will work with you when they understand the project with enough detail that they can grasp what you are trying to do and can believe in it. A brief review of emergency preparedness education programs found there are very few comprehensive programs in Canada. Few utilize a wide variety of media that BEAP has shown is necessary to reach a majority of people. Lack of sufficient funding was cited as the main reason that more was not being done.

#### **Emergency Preparedness Public Education in Canada**

Sarnia, Ontario

The City of Sarnia uses a website [www.sarnia.ca](http://www.sarnia.ca) to provide basic emergency preparedness and response information. When they introduced a siren alerting system in their Chemical Valley they made use of a community newspaper, mailed information to households, and included information with tax notices. The information provided was very basic in content.

Sarnia uses the CAER organization (Community Awareness Emergency Response) to provide the majority of its emergency preparedness information. They are linked to the CAER website and CAER publishes a quarterly newsletter that keeps the community abreast of developments. Information on their community warning sirens was included in both the CAER website and newsletter.

Vancouver, British Columbia

The City of Vancouver has a dedicated website that provides emergency preparedness information. They have developed, and will mail, information packages to people who request them. They provide information for distribution to community policing stations, libraries, community centres, and schools. In the past they have concentrated on Emergency Preparedness Week but this year have divided their efforts into four community fairs in to be held May through August. They partner with a variety of groups so they have a presence at a number of conferences. Vancouver also does a lot through local community newspapers. In 2002 Vancouver conducted 280 community workshops on a variety of emergency preparedness related topics. They make use of what the provincial program provides in the way of printed information. An internal audit recommended a survey of the public to measure effectiveness this has not been done on a community wide basis although there is some opinion sampling at the community workshops.

Brandon, Manitoba

Brandon's experience with public education for emergency preparedness material goes back four years. Each year the Brandon Emergency Support Team has provided one major publication and several single topic publications that are delivered to every mailing address in Brandon. In addition we sponsor a Red Cross program in the Brandon schools and an emergency preparedness category at the Western Manitoba Science Fair. B.E.S.T. has produced and runs regular PSA and paid advertising on local commercial television. The City's Emergency Coordinator provides regular newspaper articles to a local paper and speaks at various functions. The 2002 publication included a contest with part of the entry form being a questionnaire of

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eight questions. This was completed by 66 people with the following results:

- 61% had heard of B.E.S.T. before receiving our latest booklet.
- 77% said they are prepared to shelter-in-place.
- 72% said they feel their household is prepared in case of emergency.
- 100% said that B.E.S.T. has provided useful information.
- 47% said they remember receiving the 1999 Emergency Preparedness Handbook, 24% said it was their favorite product and another 24% requested a copy of the handbook.
- 1% said they remember seeing the shelter-in-place video and it was their favorite product.
- 42% said they remember receiving the 2001 Emergency Preparedness calendar and 20% said it was their favorite product.
- 21% said the 2002 booklet was their favorite product.

Two main points were drawn from the survey. People are satisfied that we are providing information that they can make use of, and we have to do a better job of getting people to see our shelter-in-place video.