

## **Appendix 1.**

### **Categories chosen for the questionnaire:**

Based on the primary research question, concerning the quality of formal education as a tacit aspect of the social and human capital employed in coping strategies, the following categories were chosen for the questionnaire to highlight the impact of education on the process of response (emergency, alert, alarm, and recovery):

- Information on the aid systems available in the neighborhood, whether originating outside, or in self-help, or in the help of neighbors
- Trust in official aid systems (i.e., trust between the authorities and the population)
- Preparation, and the timely distribution of provisions and reserves
- Training, on a neighborhood basis
- The transparency with which aid groups close to the Government work and act
- The advancement and conveyance of scientific knowledge on the subject (i.e. mapping of geographic vulnerability or the research of the meteorological institute)
- The possibilities for prediction and warning
- Public health services

Accordingly, the questionnaire was divided into the following types of questions:

- 1 Questions on INFORMATION: including advance information, early warning- systems, mass media, communications systems, etc.
- 2 Questions on INSTITUTIONAL RESOURCES and support to cope with disaster situations, including lifeline structures, evacuation, shelters
- 3 Questions on COMMUNITY INVOLVEMENT on the neighborhood level: cooperation with aid systems, with neighbors, with families
- 4 Questions on KNOWLEDGE: this category is divided into
  - 4.1 questions of personal preparedness, personal participation in aid systems
  - 4.2 questions on implicit or tacit resources, cognitive social capital such as trust, responsibility, and solidarity on individual and collective levels