



COMMUNITY DISASTER MANAGEMENT TRAINING

## Module 3: Response

This training module is one of a series of four modules designed to build the disaster management capacity of communities in Papua New Guinea.



## Training Module Design

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## Acknowledgements

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The Government of Papua New Guinea: The National Disaster Centre

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This training module has been developed based on consultations with a range of stakeholders. While every care has been taken to ensure the information is accurate at the time of publication, CARE International in PNG takes no responsibility for any errors or omission. The views contained in this training module do not necessarily represent the views of CARE, the Government of Papua New Guinea or the Australian Government.

Cover page photo: Communities receive non-food item kits during the 2015-16 El Niño response.

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National Disaster Centre

Papua New Guinea (PNG) is prone to disasters. While the 2015-16 El Niño drought is still fresh in people's minds, it is timely that CARE International in PNG and its partners have developed a comprehensive Community Disaster Management Training package.

This training package is designed to equip first responders at district and ward levels to prepare for and respond to disasters. Participants in this training will learn how to conduct disaster risk assessments, disaster risk reduction (DRR) action plans, damage assessments, as well as how to prepare evidence-based reports for submission to Provincial Disaster Coordinators (PDCs).



It is with great pleasure, therefore, that I endorse these four training modules (Getting Started, Preparation, Respond, Recover) which have been developed by CARE International in PNG in close consultation with the National Disaster Centre (NDC) and the Department of Provincial and Local Government Affairs (DPLGA).

I commend CARE International in PNG and all stakeholders on developing these manuals.

It is my sincere hope that these manuals will improve the ability for communities and all levels of government to prepare for and respond to disasters.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'M. Mose', written over a horizontal line.

Martin Mose  
**Acting Director**  
**National Disaster Centre**  
**(Department of Provincial and Local Government Affairs)**

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This Community Disaster Management Training has been designed by CARE in PNG with the support of the PNG National Disaster Centre and the Australian Department of Foreign Affairs and Trade. These modules are designed to prepare communities for natural disasters by training Ward Development Committees, community representatives, Local Level Government representatives, District representatives, Church representatives and field officers from government and NGOs.

This training is 'multi-hazard', meaning it will help with all kinds of disasters ranging from slow onset hazards like drought and rapid onset hazards like landslides, floods and others. The training can be applied in the highlands, coastal and lowland communities and practical examples are given in the training activities. Social inclusion is integrated into each module and activity, and specific activities are also included.

The training is divided into four modules. Staff who participate in all four modules will be able to assist communities to PREPARE for, RESPOND to and RECOVER from the disasters.

**Participants will also:**

- › Develop stronger linkages with other stakeholders in disaster management in PNG
- › Feel motivated and engaged
- › Improve their understanding of social inclusion in disaster management
- › Be able to demonstrate their knowledge and understanding through simulations

## Agenda for Module 3

### Response



**Step 5 - Distributing relief**

**Step 4 - Humanitarian Disaster Assistance**

**Step 3 - Taking Immediate Action: Early Recovery**

**Step 2 - Taking Immediate Action: Disaster Assessments**

**Step 1 - Update your Community Response Plan and Family Action Plans**

DAY 1	
8.30-10.00	Review Modules 1 And 2, Step 1: Update Your Response Plan
10.00-10.30	Break
10.30-12.00	Step 2: Taking Immediate Action: A Damage Assessment
12.00-1.00	Lunch
1.00-2.30	Step 3: Taking Immediate Action: Early Recovery
2.30-3.00	Break
3.00-4.00	Step 4: Supporting Humanitarian Disaster Assistance
4.00-4.30	Wrap Up Day 1

Day 2	
8.30-10.00	Review Day 1 And Finish Step 4: Supporting Humanitarian Disaster Assistance
10.00-10.30	Break
10.30-12.00	Step 5: Distributing Relief
12.00-1.00	Lunch
1.00-2.30	Simulation: Putting It Into Action In Distributing Relief
2.30-3.00	Break
3.00-4.00	Debrief Simulation: What Would You Do Differently? (Compile these ideas for Module 4) Revisit your Response Plan: any changes?
4.00-4.30	Evaluation and plans for Module 4

After this training, participants will:

- › Be able to put their response plan into action
- › Understand their roles in disaster response (including early recovery efforts)
- › Be able to support short term humanitarian disaster relief including facilitating relief distributions with outside assistance

They will also be able to demonstrate their knowledge and ability in a simulation.






**Step 1:**

**Reviewing your**

**Community Response Plan**

**and Family Action Plans**

<b>Materials</b>	Have agenda for the Module written on a poster. Copies of the plans developed in Module 2: Preparation (or just the templates if they were not there)
<b>Key questions for this step</b>	<ol style="list-style-type: none"> <li>1. What is in your plans?</li> <li>2. Did you do what was in your plans in the simulation for Module 2?</li> <li>3. How useful were your plans in Module 2? Any changes to make?</li> </ol> 

## General discussion

(5 minutes)

Remind people about what is in their Community Response Plan and Family Action Plans, from the template used in Module 2 or from their own plans. General discussion

## Small group discussion

(45 minutes)

Get into your groups from last time, when you developed the plan.

Now that we are thinking about responding to a disaster, and there will be a simulation at the end of the module to practice putting this plan into action, consider these questions:

- › Are your plans clear? Consider especially the roles and responsibilities for you – were they clear when you did the simulation?
- › Does it set out how to support vulnerable community members? Was this useful? What was done to ensure social inclusion?
- › Would you make any changes or add additional information?
- › Do you know what to do first? What is your immediate action?

Report back to the main room: what are your key roles and responsibilities after a disaster? Ask each group to reflect on different kinds of disasters or different contexts

## Wrap up

(5 minutes)

Say we will review these plans again at the end of the Module in preparation for Module 4 on recovery and risk reduction because that is an ongoing process and keeping these plans up to date and useful is key to your ability to prepare, respond and recovery from disasters.

### Revision:



Ask the participants the key questions for this step:


1. What is in your plans?
2. Did you do what was in your plans in the simulation for Module 2?
3. How useful were your plans in Module 2? Any changes to make?



**Step 2:**

# **Taking Immediate Action: Disaster Assessments**



<b>Materials</b>	<p>Copies of Community Response Plan and Family Action Plans developed in Module 2: Preparation.</p> <p>An empty box with three things to put inside (could be a pen, a stone and a piece of paper... anything!). Put them in without anyone seeing them before the session starts.</p>
<b>Key questions for this step</b>	<ol style="list-style-type: none"> <li>1. What are the two things for the community to do immediately after a disaster?</li> <li>2. What is in a Damage Assessment form?</li> <li>3. Why do women need to be on the damage assessment team?</li> <li>4. Why send your form to the District Disaster Coordinator?</li> <li>5. Why show photos of the damage?</li> </ol> 

## Note to Facilitators

This Step includes refreshing some of the content from Module 1. It is reproduced here for facilitators to use as needed.

The three main messages (with content below) are:

1. The activity we did in Module 1 with the box – this is a critical message for damage assessments: it is the community's role to assess the damage and send it to the District because they know the local situation best.
2. Roles and Responsibilities after a disaster:  
The organogram
3. The process of damage assessment by the community, analysis by the District and response as appropriate. In some cases the District will say no – remind them of the role play where three communities went to the district with different disasters seeking assistance and the District had to decide who to support.

Cover as much as you think is relevant to the group, as there are likely to be new participants. Involve participants who have been at previous trainings to deliver the content.



### Discuss

- Who is playing the role of a donor funding a project? The person who can only hear the noises (someone tells them what is happening they don't see it themselves)
- Who is playing role of the CARE officer or another visitor? The person who can touch the things inside but not see them (they have some information but not all of it)
- Who is playing the role of a community member? The person who can see and touch the things in the box as they have the most information about what is happening on the ground.

### Summary messages:

All three people (organizations) need to know what is in the box to be able to take their best actions in community disaster management. The person who can hear or touch only knows some things about the situation on the ground but not everything.

*It is the community who know what is really happening.*

This is why it is so important for community to take the lead in disaster management and for organizations like CARE and donors to take their guidance.

## Activity: What is in the box?

(15 minutes)

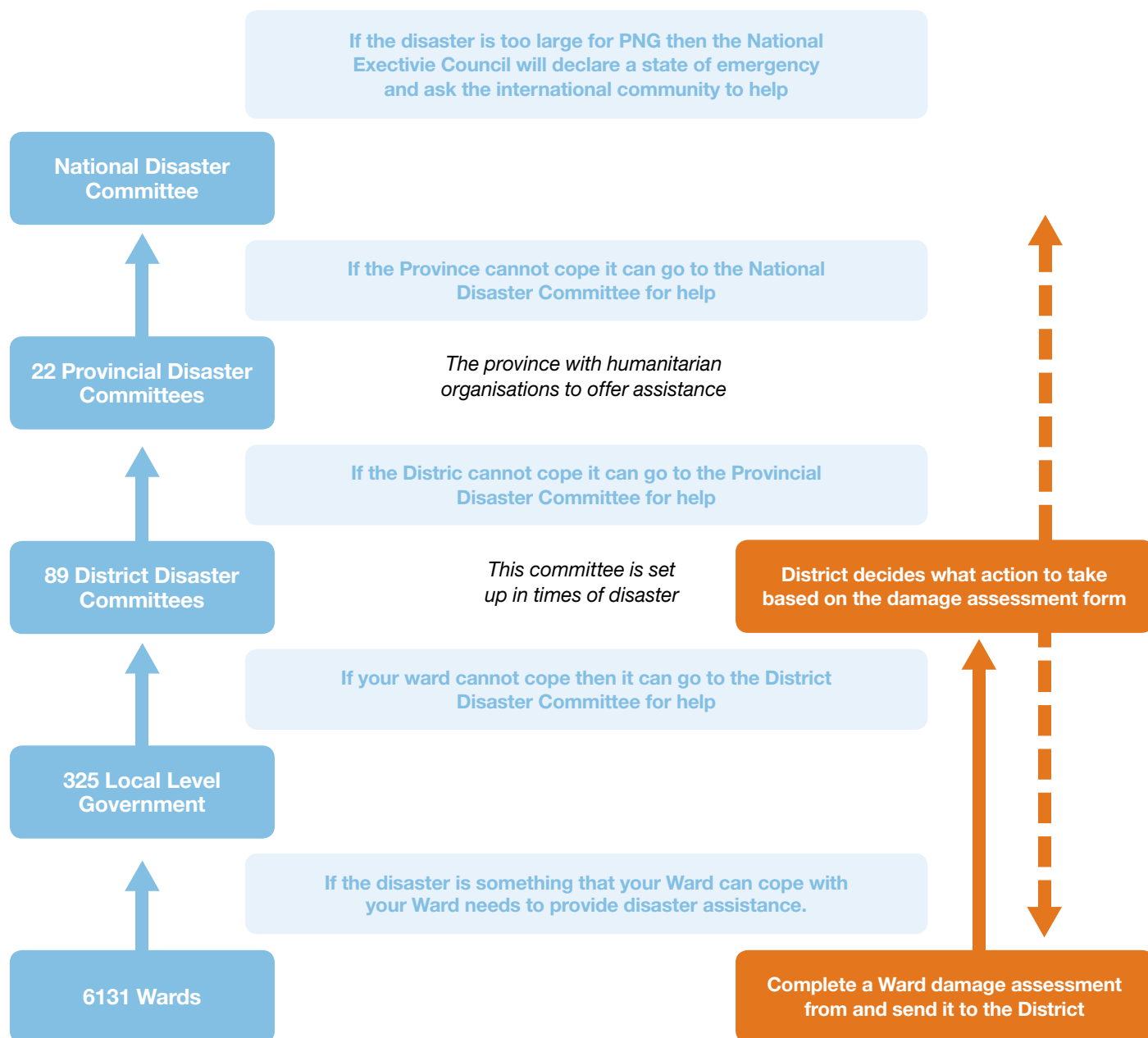
Ask for three volunteers from the group to come up the front.

Shake the box and say: lets find out what is in the box!

1. Give the box to the first person who is allowed to shake the box: what is in the box? Can you tell from the noises it makes?
2. Give the box to the second person who is allowed to put their hand in but not to look: what is in the box? Can you tell from how it feels?
3. Give the box to the third person who can look and touch and hear: what is in the box?

**Topic 2:**

## Organogram

**Topic 3:****General discussion**

(10 minutes)

**Community - Collect information.**

Your Ward Development Committee (or other community leaders or groups) needs to complete a Ward damage assessment form – the quicker the better – then give it to the District Disaster Coordinator. You will learn how to complete a damage assessment form in the RESPONSE Module.

*If you don't tell the District what has happened and what damage you have experienced they won't know what help to provide.*

**District - Analyse the information.**

The District will use the Ward damage assessment forms – and anything else they know about the disaster – to *skelim* what disaster assistance is needed. If necessary (and if time) the Government or its partners will visit the affected area to collect more information.

**How serious is it? - Provide disaster assistance**

The Ward, the District, the Province or the National



government will provide help depending on the scale of the disaster. The International Community will step in if it is invited in by the National government.

**This is a very important message to discuss with the group:**

- › If the disaster is something that your Ward can cope with itself then your Ward needs to provide disaster assistance.
  - › If the disaster is too large for your Ward and the Local Level Government to cope with then the District and its partners will help provide humanitarian disaster assistance.
  - › If the disaster is too large for your District to cope with then the Province and its partners will help provide humanitarian disaster assistance.
  - › If the disaster is too large for your Province to cope with then the National Government and its partners will help provide humanitarian disaster assistance.
  - › If the disaster is too large for PNG to cope with then the National Executive Council will declare a state of emergency. The international community will help provide humanitarian disaster assistance.
- 

## Summary discussion

(2 minutes)

Disaster management starts with you! Your Ward Development Committee needs to put into practice your disaster RESPONSE plan as soon as a disaster happens or you think one might. You will learn how to develop a disaster RESPONSE plan in the 'respond to a disaster' training Module.

The Government and its partners are there to help your Ward *sapos bagarap o hevi long taim graun bagarap em i winim strong bilong yupela.*

*Tasol noken singautim ol long kam halavim sapos yupela inap long stretim yupela yet. PNG Gavman laikim olgeta komiuniti long PNG mas sanap long lekhan bilong ol yet.*

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## General discussion

(2 minutes)

Having refreshed our memories about Roles and Responsibilities after a disaster and the importance of the community now we will look at what to do afterwards.

There are two main actions to talk immediately after a disaster:

1. Complete a damage assessment form after a disaster occurs and give it to the district disaster coordinator
2. Start early recovery for yourselves

We will talk about the first one in this step

## General discussion

(2 minutes)

Some disasters happen quickly like an earthquake or a cyclone but some disasters happen slowly – like a drought. It can be hard to know at what point you need to complete a damage assessment form. It is up to the people in the community to decide when to act, especially if things are very difficult for vulnerable people.

If your community thinks that the drought has become so serious that it is a disaster, *noken wetim sampela lain long kam tok olsem. Yupela skelim olsem em inapim mak bilong disasta* then fill out your damage assessment form and give it to the District Disaster Coordinator.

- › What experience have you had of the different kinds of disasters? Slow or fast onset?
  - › What was the process assessing the damage?
- 

## General discussion

(2 minutes)

It is important to recognize that damage assessments try to get a picture of the whole community so that relief and recovery can be planned. It is critical to complete the whole form so that priorities can be set and plans made that will help those that need the most help first.

- › Should you complete a Ward damage assessment form even if there is damage that you think your Ward can cope with itself?

Yes. Even if the disaster is something your Ward can cope with itself you should still complete a damage assessment form and give it to the District Disaster Coordinator. But make it clear on the form what you are doing yourselves and what you need help with.

The Government and its partners wants to know what is happening in your Ward – and they want to know what your Ward is doing for itself.

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## Small groups

(40 minutes)

Get into a group with five or six people from your Ward. Have a look at the damage assessment form included at the end of the handbook. All of the instructions for completing the damage assessment form are on the form.

Read through it carefully with the people in your group. If anything is unclear or if you have any questions then take note. If you want to have a go at filling out a form then do so. When you have finished answer the questions below. Be prepared to share your answers.

1. Is this form easy to understand?
2. Why do you think the form says USE PENCIL?
3. Who should be in the Ward damage assessment team? Why?
4. How will this damage assessment form be used by the Government and its partners?
5. On the form it says 'describe the damage to health facilities caused by the disaster'. Why do you think the words 'caused by the disaster' are underlined?

## Summary discussion

(2 minutes)

The damage assessment form in this handbook is the official PNG Government damage assessment form.

Make sure your Ward Development Committee has enough copies of the damage assessment form ready to use. *Disasta kam pinis em let pinis long painim.*

- › Why do you think the Government says that the damage assessment team must include a woman?

Reflect on the discussions about social inclusion and participation. If there is some confusion or resistance to these ideas you could do the activity from Module 1 on social inclusion (one step forward, one step back).

Men will see damage and the effects of the damage that women don't see. Women will see damage and the effects of the damage that men don't see. That is why you need men and women on the damage assessment team.

If possible it should be the same team that makes the damage assessment for each affected hamlet in your Ward – although in an emergency situation (a crisis) it may be that you will need to split the members of your team to cover more sites quickly.

Most likely your damage assessment team will be made up of men and women from your Ward Development Committee.



## Sharing

(10 minutes)

Observing what damage has been done by a disaster is a real skill. Imagine you were in the damage assessment team.

- › What advice would you give to the other people in your damage assessment team to help them observe damage?

When completing a disaster assessment form each member of the damage assessment team needs to try and do the following:

- › Observe the damage. What will be the effects of the damage?
- › Observe from other people's point of view the damage and the effects of the damage. Try and walk in the shoes of a child and a *lapun* and a disabled person and a woman and a youth and people who are sick. What would they see or hear?
- › Observe the damage to infrastructure (buildings, churches, schools, health centres, markets, businesses, etc.) What will be the effects of the damage?
- › Observe the damage to food sources and water sources and homes and toilets. These are things everyone needs to survive. What will be the effects of the damage?
- › Talk to people. Talk to women as well as men. What do they say the damage is? What do they say the effect of the damage will be?
- › What are people doing. Why?
- › What do you hear (or not hear)? What did you smell (or not smell)? Why?

Record your observations. Take photos if you can.

## Activity

(40 minutes)

Get into a group with five or six people of the same sex. The Trainer will set a short walk for the groups to go on – from the training room to the aid post and back again *o kain olsem*. When you make the walk practice your observation skills. Note: there has been no disaster – this is about practicing your observation skills.

In your groups try and do the following:

- › First of all walk it yourselves and make some notes on what you observe. What do you see or hear?
- › Next do the walk again and observe from the point of view of a child. What would they see or hear?
- › Observe from the point of view of a woman (if you are a man) or a man (if you are a woman). What would they see or hear?



- › Observe from the point of view of a lapun. What would they see or hear?
- › What about your other senses? Smell? Touch? Taste?

At the end the Trainer will ask each group to talk about what they observed.

Did groups observe different things? Did the group of women observe different things to the men?

## General discussion

(2 minutes)

Don't just complete the form - give the damage assessment form to the District Disaster Coordinator and take photos!

The Government will identify a District Disaster Coordinator in each District in PNG when there is a disaster.

- › Who was the District Coordinator in your District last time you had a disaster?

In the training on 'respond to a disaster' you will have learned how to develop a disaster RESPONSE plan.

In your disaster RESPONSE plan you will need to identify who your District Disaster Coordinator is – their name, where they are located, their phone number, their email, what they had for breakfast.

And each year you will need to update your disaster response plan so that the information is up-to-date.

If your District does not yet have a District Disaster Coordinator then they will tell you who to give your damage assessment form to instead.

Try and take photos when you conduct your damage assessment (if you can). Then when you give your damage assessment form to the District Disaster Coordinator show him or her the photos (and if possible make copies).

*Ol save tok olsem* 'a photo is worth a thousand words'.

## Small groups

(30 minutes)

Have a look at the numbered stages in the Case Study in a group with five or six people to discuss:

- › Is this an example of the process we have been talking about? If not why not?
- › How might things happen after a rapid onset event happen? Different to this process?
- › Would different people have different views? Women and men?

## General discussion

(2 minutes)

- › What are 'expectations'?

**Bikpela tok.** When you conduct the damage assessment don't make promises.

If the help doesn't come in the way you promised, then they will loose respect for you – and you are creating a big problem for any humanitarian organisation that comes to provide disaster assistance. Yu save!

*Olsem na noken tok promis. Tokim ol olsem yupela kam long mekim wok painimaut. Yu wok long kisim stretpela stori long givim long Gavman ol mekim wanem yumi no save.*

Las tok. It is not your job to have solutions – it is your job to find out what has changed because of the disaster.

In the Ward damage assessment form *tok stret na tok klia* about what has changed because of the disaster.

## General discussion

(2 minutes)

- › What does your Ward Development Committee or disaster group need to do after a disaster occurs?

Remember there are two main actions to talk immediately after a disaster:

1. Complete a damage assessment form after a disaster occurs and give it to the district disaster coordinator
2. Start early recovery for yourselves

### Revision:



Ask the participants the key questions for this step:


1. What are the two things for the community to do immediately after a disaster?
2. What is the difference between a Household Registration Form and a Damage Assessment form?
3. Why do women need to be on the damage assessment team?
4. Why send your form to the District Disaster Coordinator?
5. Why show photos of the damage?

**Step 3:**

**Taking Immediate Action:**

**Early Recovery**



<b>Materials</b>	Board markers and paper to write on.
<b>Key questions for this step</b>	<ol style="list-style-type: none"> <li>1. What can you do straight away after a disaster?</li> <li>2. Why is it important to remember to help each other recover?</li> <li>3. What can you do to help those who might find it harder to recover?</li> </ol> 

## General discussion

(5 minutes)

Think about the kinds of disasters that happen in your area and the damage they cause. (Refresh/revisit past discussions).

Remember there are two main actions to talk immediately after a disaster:

1. Complete a damage assessment form after a disaster occurs and give it to the district disaster coordinator.
2. Start early recovery for yourselves.

This section we will talk about the second part of the actions you can and should take immediately after a disaster: early recovery

**Bikpela tok.** You all know a lot already about how to recover from disasters. Disaster have happened a lot in the past and this experience will be very valuable when a disaster happens.

- › What resources or skills do you already have to help?

This is really important to emphasize as this reinforces the message that the community is the most important level because they already know the most about what has happened and what needs to be done to recover. General discussion

## General discussion

(10 minutes)

- › Who can remember what social inclusion is?

Remind them that it is making sure no one in the community gets left behind.

**Principle 5:** Humanitarian disaster assistance must make affected communities less vulnerable and must not leave people behind or exclude them.

*Halavim long taim graun bagarap tu em mas lukluk long developim komiuniti inap long bihain em no inap kisim wankain bagarap. Halavim long taim graun bagarap em mas noken mekim ol lain we yumi save misimaut i misaut moa yet.*

## Small groups

(45 minutes)

Ask them to pick a particular hazard they have experienced and to list the damage down the left column of the paper (or to draw pictures to symbolize it)

You can prompt them to think of people, places, infrastructure, services, gardens, livelihoods in terms of the damage, and to be specific – who where how much.

Down the right column ask them to talk about things you can do straight away to start recovering.

It could be things like:

- › Clearing the roads (especially so there is access to the community for help)
- › Clean water sources
- › Harvest undamaged food crops
- › Replant food crops
- › Offer help to anyone that is injured

When they are reporting back to the main group ask them a follow up question if it has not come up yet:

- › Who is often left behind in your community?

The best way to make your community stronger is to help those people who are least able to help themselves to step forward. If people who are normally left behind or excluded are given opportunities and choices, then they are able to contribute to the community – they make the community stronger.

For example, if women are given the power to be involved in decision making the evidence from around the world is that they use this power to do things that make the family and the community stronger.

If we stop people from stepping forward for *kastom* reasons, we are stopping people from contributing all they can to make the community stronger. *Na nogut bel hat bilong ol tu em kam bek long yumi. Em bai olsem. Yu save!*

This is why one of the best measures of community development is not how many shops there are or how rich some people are – but how well people who are normally left behind or excluded are included in the life of the community.

Social inclusion is also a principal of humanitarian disaster assistance. *Em i bikpela prinsipal tru olsem na em igat topik bilong em yet.*

All humanitarian organisations have agreed to follow the principal of social inclusion when they provide humanitarian disaster assistance.

## General discussion

(5 minutes)

The PNG Government is targeting six groups of people who are normally left behind or excluded. Their needs should be given priority.

**Women and girls.** Both women and men need to be involved in decision-making and share in the benefits.

**People living with HIV and AIDS** need to be included and their special needs taken care of.

**People living with disabilities** need to be included and their needs taken care of.

**Children** need to be planned for so that their special needs are taken care of and so they are never taken advantage of (exploited) – *pikinini nogat pawa olsem ol bikpela manmeri olsem na yumi mas mek sua ino gat sampela lain wok long lukautim pikinini olsem rabis bilong ol o wokboigel nating.*

**Youth** need to be planned for – *senis bilong yumi.*

**Elderly** need to be included and their special needs taken care of.

- › Why do you think they have identified these people?
- › Is anyone missing?
- › Are ALL girls and women more vulnerable than ALL men and boys?
- › Why is this relevant to immediate recovery activities?
- › What can you do to make sure no one is left behind?

## General discussion

(5 minutes)

Don't forget principle 3 as well which means the people who need to be helped first in an emergency are those who have the biggest need – *tambu tru long mekim wansait.*

**Principle 3:** Humanitarian disaster assistance will be given based on who needs the most help and never ever based on who the person is that needs help. (Impartiality)

*Nambawan halavim long taim graun bagarap em mas go long husat i gat bikpela nid moa tambu tru long mekim wansait.*

It is the job of the Ward Development Committee to help the humanitarian organisation identify who needs assistance. The humanitarian organisation will depend on *yupela ol ki pipol* to help them identify *husat mas kisim halavim* – *na husat igat bikpela nid moa.*

Normally the humanitarian organisation will ask you to help them identify which households need assistance – and which households *igat bikpela nid moa.*

The National Disaster Centre defines a household as *man, meri, pikinini, lapun i stap wantaim na kuk kaikai long wanpela haus.*

## Pairs

(10 minutes)

Get into pairs with someone from your Ward.

- › What households in your Ward would be most vulnerable in a drought? A household is man, meri, pikinini, lapun i stap wantaim na kuk kaikai long wanpela haus.
- › What could we do to help them recover?

Be prepared to share your ideas.

## Small groups

(20 minutes)

Based on all this discussion is there anything that you want to change in your Response Plan?

- › Do you have new ideas to add or things to take out?

An important message is that their plan is always ready to be changed and updated as they learn new things and have new ideas.

### Revision:



Ask the participants the key questions for this step:

1. What can you do straight away after a disaster?
2. Why is it important to remember to help each other recover?
3. What can you do to help those who might find it harder to recover?




**Step 4:**

# **Supporting Humanitarian Disaster Assistance**





<b>Materials</b>	Board markers and paper to write on.
<b>Key questions for this step</b>	<ol style="list-style-type: none"> <li>1. Why is it important for the Ward Committee or other group to support humanitarian disaster assistance?</li> <li>2. What are some ways to assist the humanitarian organisation to enter the community?</li> <li>3. What Principles should you hold the humanitarian organization to?</li> </ol> 

## General discussion

(10 minutes)

To support the Government and its partners when they deliver humanitarian disaster assistance The Ward Committee or other group has an important role to play by:

- › Working with the humanitarian organisation to identify who needs emergency assistance.
- › Working with the humanitarian organisation to plan and prepare the emergency assistance.
- › Work with the humanitarian organisation to deliver the emergency assistance.

Community entry is very important – yupela save pinis and you can assist the humanitarian organisation to enter the community to build positive relationships.

- › Have you had had experience helping a humanitarian organisation (or any organisation) to enter your community?
- › What happened?
- › What did you do?

## General discussion

(10 minutes)

The humanitarian organisation is coming to help you and your community but that doesn't mean they can do what ever they want to. They are committed to important Humanitarian Principles like we have talked about and as well as supporting them to come into your community you can also hold them to account in how and what they do.

Have a look at the Principles.

- › Which ones do you think you might need to focus on when supporting an organisation to work in your community?

Suggest they have a read of 6, 7, 8, 9, 10 in particular. You might want to break them into small groups to discuss them:

- › Are these relevant? Important? Why?
- › Have you had experience of these being followed? Not followed?
- › Why / why not?

## Brainstorm

(10 minutes)

Who are some relevant organizations that might be involved in times of disaster?

Reflect on past discussions about their experiences and who was involved.

- › NGOs, Red Cross, government departments, donors eg Australian Aid...
- › Refer to the contact list, developed as Part 4 of their Community Response Plan in Module 2.

## General discussion

(2 minutes)

Try and get ready *before* the humanitarian organisation arrives.

*Tok save long komiuniti olsem igat wanpela ogenaieson bai kam long halavim yumi. Redim ples gut. Stretim toktok.*

And if you have time go back over the handbook again (this handbook). Do a refresher. *Lukluk long ol step na hap step. Em nau bihain long trenin putim hanbuk bilong yupela gut. Noken taimim brus o putim long liklik ofis o boilim na kaikai. Bai yu nidim gen.*

If there are new members of your Ward Development Committee then it is a good idea to run through this handbook with them when they first become a member. Don't wait until a disaster occurs to do it because it will be too late. And your Disaster Response Plan!!

- › What can your Ward Development Committee do to get ready *before* the humanitarian organisation arrives to provide disaster assistance?

## Brainstorm

(10 minutes)

How can your Ward Development Committee assist the humanitarian organisation to enter the community? Call out whatever comes into your heads.

There are things that key people will need to talk with the humanitarian organisation about *before* they enter the community. For example:

- › Who is coming
- › Why are they coming
- › *Wanem program bilong ol*
- › *Wei long kam na sefti long kam*
- › *Wanem taim long kam*
- › What they should bring with them to stay safe and healthy
- › How long they plan to stay
- › Where they will stay

There are things that key people will need to do after the humanitarian organisation enters the community *long stretim sindaun bilong ol*. For example:

- › Accommodation
- › Safety while they are in the community
- › Places where they can't go
- › Where to get safe drinking water
- › Food
- › Toilet facilities *na ples bilong waswas*

There are things that key people need to talk about with the humanitarian organisation after they arrive in the community *long putim olgeta samting long ples klia*. For example:

- › Official introductions
- › Any culture and custom that the humanitarian organisation should be aware of
- › Any principles or rules that need to be followed
- › What is likely to happen and when
- › Expectations that the humanitarian organisation has of the Ward Development Committee and of the community
- › Expectations that the community have of the humanitarian organisation

## Pairs

(10 minutes)

**Get in pairs.**

What expectations might a humanitarian organisation have of your Ward Development Committee?

What expectations might they have of the community?

What expectations might your Ward Development Committee have of the humanitarian organisation?

Be prepared to share your ideas.

## Small group discussion

(30 minutes)

The humanitarian organisation will expect the Ward Development Committee to give them SUPPORT – *em ol step na hap step bilong dispela trenin*.

The humanitarian organisation will expect the community to look after their field officers and provide whatever help they need.

Your Ward Development Committee should expect that the humanitarian organization will follow the nine principles of humanitarian disaster assistance. There are lots of ways that humanitarian organisations deliver disaster assistance. *Em bai dipen long wanwan ogenaision. Na tu em bai dipen long wanem kain disasta.*

Some disasters, like a drought, mean you will have more time to do things over time. Other disasters, like a volcano, mean that things might need to happen more quickly.

Have a look at the Case Study.

- › How did the Ward Development Committees from the ten affected Wards assist CARE to enter the community?
- › How would this be different in a rapid onset disaster?
- › What could be put in place before a disaster to make this easier and faster for the affected people?
- › Would you like to add anything to your Plans?

### Revision:



Ask the participants the key questions for this step:


1. Why is it important for the Ward Committee or other group to support humanitarian disaster assistance?
2. What are some ways to assist the humanitarian organisation to enter the community?
3. What Principles should you hold the humanitarian organization to?

**Step 5:**

**Distributing relief**





<b>Materials</b>	Board markers and paper. A ball for the review ball. You may want to print out the case study.
<b>Key questions for this step</b>	<ol style="list-style-type: none"> <li>1. How can key people help plan and prepare the distribution site?</li> <li>2. How does participation help the relief distribution and what should the community do?</li> </ol> 

## General discussion

(2 minutes)

The Ward committee and other groups have an important role to play in distributing relief by working with the humanitarian organisation to plan and prepare the emergency assistance.

Emergency disaster assistance is designed to save lives and reduce suffering in an emergency. It might be supply of food or drinking water or puritabs or rescuing people or helping to move people to a safe place or emergency shelter or training for people in how to stay safe.

Your Ward Development Committee will need to help the humanitarian organisation to plan and prepare the emergency assistance. How you help to plan and prepare the emergency assistance will depend on the sort of emergency assistance that needs to be delivered – and the humanitarian organisation that you are working with. *Igat kain kain wei long mekim.*

- › *Susu mama*
- › Disabled people
- › *Ino as ples*

CARE and each Ward Development Committee used this information to prioritise which households needed the most help.

## Small groups

(30 minutes)

Get into groups with five or six people from your Ward. There is a *giaman* example of a completed household registration form *Gumine* in the Handbook. In your groups discuss which households you think should *kisim nambawan halavim* when CARE makes the distribution.

- › What information on the household registration form could help everyone identify which households needed the most help?
- › List the household ID numbers in order of priority. There is no right answer.
- › Do you think you would be able to collect this sort of information about your Ward?
- › Be prepared to present your answers and why you came to this conclusion.

## General discussion

(5 minutes)

At the end of the handbook there is a household registration form. The instructions for how to complete it are on the form. This is the kind of information you may already have from your Community Population Profile completed as part of your Community Response Plan – if you have this already then in a disaster you have saved time!

It is the job of key people in the community to fill out the household registration form – you can help field officers from the humanitarian organisation to fill it out as well. It must be filled in accurately and will be validated by agencies that come to offer assistance. This is the household registration form that was used in the Gumine Case Study to collect information about households in each Ward.

CARE field officers filled out the form and they identified:

- › A female household head
- › Elderly people
- › Young children
- › *Mama igat bel*

## General discussion

(2 minutes)

To get ready for a relief distribution after a drought emergency your Ward Development Committee may need to:

- › Identify sites for distribution that are safe and neutral and accessible (and healthy)
- › Identify key people to help at the distribution sites
- › Identify safe storage for the distribution items
- › Identify food and water and accommodation for people involved in the distribution
- › Make households aware of their distribution site and who needs to attend

- › Work out roles and responsibilities
  - › Identify how to deal with any conflicts that might arise
  - › Identify how vulnerable people can be included
  - › Identify people to carry or transport the distribution items
- 

## Small groups

(20 minutes)

Get into a group with five or six people from your Ward. In Gumine the Ward Development Committees selected distribution sites that were safe and neutral and accessible for vulnerable people *na ol lain stap longwe*. The sites also needed to be accessible by road. If you had to select one distribution site in your Ward where would it be? Be prepared to share your thoughts.

---

## Pairs

(10 minutes)

Get in pairs. In Gumine members of the Ward Development Committee travelled to all of the affected communities in their Ward to do a tok save. They didn't just send a tok save. With your partner think about what could go wrong if you just rely on sending a tok save. Be prepared to share your answer.

---

## Discussion

(2 minutes)

If you just send a tok save it may not reach who you need it to reach. You don't really know what message has been passed on at the other end. You don't know if people have misunderstood the message or not. And you can't answer questions.

Good communication should be two-way. This means everyone should have a chance to be a speaker and a listener. If you need to communicate with people in your Ward then go and talk to them – never just send a tok save.

---

## Activity

(15 minutes)

### Gossip!

Ask people to break into two groups and to sit in two lines. Write up a relevant a short paragraph on a piece of paper – include some specific facts like “12 houses” and “all 23 water sources”.

Whisper it to one person on each team and end with shhhh!

Then say ‘pass it on’.

Ask the last person to say what they heard and then read out the original - the team that repeats the most similar message at the end wins!

---

## Brainstorm

(10 minutes)

How will it help to involve local people to identify what development assistance is needed? Call out whatever comes into your heads.

**Principle 7:** The humanitarian organisation must encourage effective participation.

*Halavim long taim graun bagarap em mas lukluk long strongim pasin wokbung wantaim.*

---

## Discussion

(2 minutes)

How you support the humanitarian organisation to deliver the emergency assistance will depend on what sort of assistance is needed.

The emergency assistance might be supply of food or drinking water or puritabs or rescuing people or helping to move people to a safe place or emergency shelter or training for people in how to stay safe. *Kain kain*.

Have another look at the Case Study.

- › What did the community do to support the distribution of relief?
- › How did CARE go on the Principles? What could be improved?

### Revision:



Ask the participants the key questions for this step:

1. How can key people help plan and prepare the distribution site?
2. How does participation help the relief distribution and what should the community do?



# A Simulation to try out your new knowledge

3 hours

The aim of this Simulation is to test out your knowledge and skills in disaster response, particularly relief distribution.

## Materials

Board markers and paper

Materials for the distribution site: Boundary rope (bilum rop o kain olsem), registration table (2 chairs), stock ticket table (1 chair), chair for stock area, feedback table (2 chairs), giaman household registration forms and stock tickets, giaman sacks for distribution items.

## Setting up the simulation

Use the diagram below to help you set up. Review the Case Study.

The distribution site should be about the size of a volleyball court. Place a **boundary rope** around the outside of the distribution site. A local key person needs to be outside the boundary rope doing crowd control. Have an **entry point** (where one team would serve the volleyball from) – and an **exit point** on the opposite side (where the other team would serve the volleyball from).

## Allocate these roles:

- › Key local person / people doing crown control
- › Field officer at registration
- › Key local person
- › Field officer at stock ticket table
- › Field officer at stock distribution table
- › Field officer at feedback table
- › Respected local at feedback table
- › Five or six (can be more) are household heads include men and women.

Near the entry point put a **registration table**. At the registration table there should be a field officer and a local key person. The local key person looks at the household registration form and calls out a household head from the list. As the household head enters the distribution site the local key person confirms their identity.

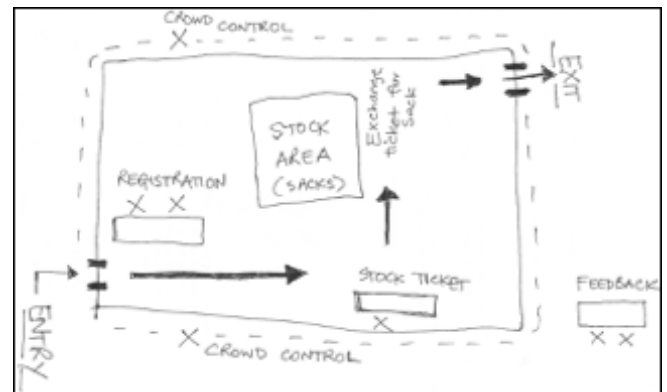
The household head (and their escort if they need one) is then asked to move to the **stock ticket table** – and the key person at the registration table then calls the next household head to enter the distribution site. At the stock ticket table another field officer gives the first household head a stock ticket. The stock ticket table should be a few metres away from the registration table *nogut paspas*.

The first household head is then asked to move to the **stock area**. The stock area must be a few metres away from the stock ticket table *nogut paspas*. The stock area contains the sacks with the food and non food items.

A field officer takes the stock ticket from the household head and gives them the sack of food and non food items for their household. The field officer handing over the sack signs the stock ticket to show that they have distributed the items – and then puts the stock ticket in a box.

The first household head exits the distribution site with their distribution items.

A few metres outside the boundary rope put the **feedback table**. This is for people with comments or complaints. A field officer and a local respected neutral key person (*kain olsem pastor*) need to be seated at the table. The feedback table must be away from the distribution site so there is no disturbance.



## Debrief (30 minutes)

- › What did you learn from this simulation?
- › What was surprising to you?
- › What would you do differently next time?
- › What suggestions do you have about how we run it next time?
- › What could you do to reduce the impact of the disaster? These ideas will be useful in the next module on recovery and risk reduction!

## Small group discussion (20 minutes)

Get back into your Ward groups and revisit your Response Plan and Family Action Plans

- › What did you learn in the training and the simulation that is not in your plans?
- › What changes would you like to make?
- › Who will make them and when?
- › What ideas do you have about recovery activities that you could implement?
- › What could you do to reduce the impact of the disaster? These ideas will be useful in the next module on recovery and risk reduction!

## Supporting Materials

1. Household Registration Form
2. Completed Household Registration Form
3. Ward Damage Assessment Form
4. Humanitarian Principles
5. Case Study: Gumine

## 26

[illegible]

## 27

[illegible]

## 28

**This WARD DAMAGE ASSESSMENT FORM** should be used by the Ward Development Management Committee (or disaster management committee) as soon as a disaster occurs in your Ward. USE PENCIL. Make sure your damage assessment team includes both women and men. Take photos if you can. This form will be used by the Government and its partners to help identify what disaster assistance is needed. This form is for natural disasters, but it could be used for any disaster.

PROVINCE	DISTRICT	LLG	WARD	PERSON WHO COMPLETED THIS FORM	DATE								
<b>WHAT DISASTER HAPPENED AND WHEN?</b>													
EACH HAMLET IN YOUR WARD AFFECTED BY THE DISASTER	NUMBER OF HOUSEHOLD	YOUNG CHILD BORN-5		CHILD/YOUTH 6-ADULT		ADULT MARIT O INAPIM MAK PINIS		LAPUN	TOTAL PEOPLE IN THE HAMLET	MERIGAT BEL	SUSU MAMA	DISABLED	<b>SOCIAL INCLUSION</b> NUMBER IN EACH HAMLET WHO ARE:  In social inclusion write the number of people in each hamlet who are pregnant (merigat bel) or lactating (susumu mama) or disabled (han o lek nogut, lau pas, al pas, maus pas, hed paul). If someone is disabled and pregnant (for example) include them in both columns.  Leave blank if not relevant. If you can, talk to a health worker. Colour the box that fits your situation. Describe the damage caused by the disaster – not problems from before. ‘Badly sick or injured’ means they are too sick or injured to move on their own.
		M	F	M	F	M	F	M	F				
CALCULATE TOTAL NUMBER OF PEOPLE AFFECTED, AND THEN CALCULATE THE NUMBER OF VULNERABLE PEOPLE													
<b>HEALTH</b> DEATHS HAVE OCCURRED. <input type="checkbox"/> MANY SICK OR INJURED. DEATHS MAY OCCUR <input type="checkbox"/> SOME SICK OR INJURED.								NUMBER OF DEATHS THAT HAVE OCCURRED		NUMBER OF PEOPLE BADLY SICK OR INJURED			
DESCRIBE THE DAMAGE TO HUMAN HEALTH CAUSED BY THE DISASTER (WHO, WHAT, WHERE, WHY).													



<b>HEALTH SERVICES</b> DESCRIBE THE DAMAGE TO HEALTH SERVICES CAUSED BY THE DISASTER (WHO, WHAT, WHERE, WHY).	<input type="checkbox"/> ALL SERVICES DESTROYED OR CUT-OFF. COMMUNITY HAS NO LOCAL EMERGENCY HEALTH CARE. <input type="checkbox"/> MOST SERVICES DAMAGED OR POOR ACCESS. COMMUNITY HAS LIMITED LOCAL EMERGENCY HEALTH CARE. <input type="checkbox"/> SOME SERVICES DAMAGED. COMMUNITY STILL HAS LOCAL EMERGENCY HEALTH CARE.	Health services. Leave blank if not relevant. If you can, talk to a health worker
<b>FOOD SOURCES</b> DESCRIBE THE DAMAGE TO FOOD SOURCES CAUSED BY THE DISASTER (WHO, WHAT, WHERE, WHY).	<input type="checkbox"/> ALL FOOD GARDENS DESTROYED. COMMUNITY HAS NO FOOD. <input type="checkbox"/> MOST FOOD GARDENS DESTROYED. COMMUNITY IS STRUGGLING TO PROVIDE FOOD. <input type="checkbox"/> SOME FOOD GARDENS DESTROYED. COMMUNITY IS STILL ABLE TO PROVIDE FOOD.	Food sources. Leave blank if not relevant. In some cases, gardens might be destroyed, however because the community has access to tradestores and savings they still have food. If this is the case, then say so.
<b>WATER SOURCES</b> DESCRIBE THE DAMAGE TO WATER SOURCES CAUSED BY THE DISASTER (WHO, WHAT, WHERE, WHY).	<input type="checkbox"/> ALL DRINKING WATER SOURCES DESTROYED. COMMUNITY HAS NO DRINKING WATER. <input type="checkbox"/> MOST DRINKING WATER SOURCES DESTROYED. COMMUNITY IS STRUGGLING TO PROVIDE DRINKING WATER. <input type="checkbox"/> SOME DRINKING WATER SOURCES DESTROYED. COMMUNITY IS STILL ABLE TO PROVIDE DRINKING WATER.	Water sources. Leave blank if not relevant. Water sources include town pipe, gravity pipe, tank, drum, river or creek, spring, well, bore. If the water source is unhealthy or polluted (because of the disaster) call it 'destroyed'.  Access. Leave blank if not relevant. If there is other access infrastructure (like footbridges) that have been damaged by the disaster, then explain what they are.
<b>ACCESS</b> DESCRIBE THE DAMAGE TO ACCESS AND COMMUNICATION CAUSED BY THE DISASTER (WHO, WHAT, WHERE, WHY).	<input type="checkbox"/> ALL ROADS OR BRIDGES OR JETTIES OR AIRSTRIPS DESTROYED. COMMUNITY IS CUT-OFF. <input type="checkbox"/> MOST ROADS OR BRIDGES OR JETTIES OR AIRSTRIPS DESTROYED. COMMUNITY HAS LIMITED ACCESS. <input type="checkbox"/> SOME ROADS OR BRIDGES OR JETTIES OR AIRSTRIPS DESTROYED. COMMUNITY STILL HAS ACCESS.	Communication. Leave blank if not relevant. Communication means phone or VHF radio or / internet.

<div>HOMES</div> <div><div><div><input type="checkbox"/> ALL HOMES DESTROYED. COMMUNITY CANNOT ACCOMMODATE THE HOMELESS.</div><div><input type="checkbox"/> MOST HOMES DESTROYED. COMMUNITY IS STRUGGLING TO ACCOMMODATE THE HOMELESS.</div><div><input type="checkbox"/> SOME HOMES DESTROYED. COMMUNITY IS STILL ABLE TO ACCOMMODATE THE HOMELESS.</div></div></div>		<div>Homes. Leave blank if not relevant. 'Destroyed' means the cannot be lived in safely.</div>	
<div>TOILETS</div> <div><div><div><input type="checkbox"/> ALL TOILETS DESTROYED. COMMUNITY HAS NO TOILETS.</div><div><input type="checkbox"/> MOST TOILETS DESTROYED. COMMUNITY IS STRUGGLING TO PROVIDE ENOUGH TOILETS.</div><div><input type="checkbox"/> SOME TOILETS DESTROYED. COMMUNITY IS STILL ABLE TO PROVIDE ENOUGH TOILETS.</div></div></div> <div>DESCRIBE THE DAMAGE TO HOMES AND TOILETS CAUSED BY THE DISASTER (WHO, WHAT, WHERE, WHY).</div>		<div>Toilets. Leave blank if not relevant. If the toilet is unsafe or unhealthy (because of the disaster) call it 'destroyed'.</div>	
<div>DESCRIBE ANY OTHER DAMAGE CAUSED BY THE DISASTER (WHO, WHAT, WHERE, WHY). ONLY INCLUDE DAMAGE THAT THE WARD COMMUNITY WILL NOT BE ABLE TO REPAIR WITHOUT OUTSIDE ASSISTANCE.</div> <div><div>EDUCATION FACILITIES</div><div>COMMUNITY FACILITIES</div><div>OTHER</div></div> <div>WHAT ARE YOUR 3 PRIORITIES FOR EMERGENCY ASSISTANCE? LIST YOUR 3 PRIORITIES AND DESCRIBE THE HELP YOUR WARD NEEDS.</div>		<div>When you describe any other damage caused by the disaster don't include the things that the Ward can fix itself. Only include damage caused by the disaster (don't mention problems from before the disaster).</div> <div>List the three most important things you need right now to help. Your priority should always be to stop people from dying or from getting sick or injured. Rebuilding people's lives can come later. If you need to use extra paper do so.</div> <div>Who was in the team that did the damage assessment? If you can attach any photos of the damage.</div>	
<div>THE DAMAGE ASSESSMENT TEAM (NAME, POSITION, SEX, MOBILE NUMBER).</div>		<div>SIGNATURE OF TEAM LEADER.</div>	<div>ATTACH ANY PHOTOS OF THE DISASTER</div>

## 4. Principles of Humanitarian Disaster Assistance

**Principle 1:** Humanitarian action must be taken to reduce suffering in a disaster if people cannot cope themselves. (Humanity)

*Husait ol lain kam lo givim halivim lo taim graun bagarap lo ol lain husait l no inap lo halivim ol yet...(to reduce suffering).*

---

**Principle 2:** The humanitarian organisation must never ever use humanitarian disaster assistance to benefit their own religious or political point of view. (Neutrality).

*Husat i kam halavim long taim graun bagarap em mas noken mekim bilong apim nem bilong lotu bilong ol o bilong mekim politik wok.*

---

**Principle 3:** Humanitarian disaster assistance will be given based on who needs the most help and never ever based on who the person is that needs help. (Impartiality)

*Nambawan halavim long taim graun bagarap em mas go long husat i gat bikpela nid moa tambu tru long mekim wansait.*

---

**Principle 4:** Humanitarian disaster assistance will be given based on humanitarian principles and not to benefit any government. Humanitarian organisations work in coordination with government but not for the government. (Independence).

*Husat i kam halavim long taim graun bagarap em mas behainim ol gutpela pasin blo ol lain husait i save kam lo givim halivim lo taim graun bagarap.*

---

**Principle 5:** Humanitarian disaster assistance must make affected communities less vulnerable and must not leave people behind or exclude them.

*Halavim long taim graun bagarap tu em mas lukluk long developim komiuniti inap long bihain em no inap kisim wankain bagarap. Halavim long taim graun bagarap em mas noken mekim ol lain we yumi save misimaut i misaut moa yet.*

---

**Principle 6:** Humanitarian organisations must try to build local capacity

*Husat i kam halavim ol i mas lukluk long strongim komiuniti long go pas.*

---

**Principle 7:** The humanitarian organisation must encourage effective participation.

*Halavim long taim graun bagarap em mas lukluk long strongim pasin wokbung wantaim.*

**Principle 8:** The humanitarian organisation must work in a way that is transparent

*Husat i kam halavim ol i mas mekim wantaim klia glas nogut dak glas haitim.*

---

**Principle 9:** The people who receive humanitarian disaster assistance have a right to complain if any of the humanitarian principles are not followed.

*Husat i kisim halavim ol i gat rait long tokaut sapos husat i givim halavim abrus long wanpela bilong ol dispela ol humanitarian principles.*

---

**Principle 10:** Humanitarian disaster assistance must not disrespect culture and custom.

*Halavim long taim graun bagarap em mas noken daunim kastom long ples.*

## 5. Disaster Response Case Study

### The slow onset disaster caused by El Niño in Gumine.

A strong El Niño weather cycle in the Pacific started around April of 2015 and by September 2015 many areas of PNG were receiving only 40% of their average rainfall. During the period of November 2015 – March 2016, some regions in the country received only 30% of their average rains. The reduced cloud-cover associated with these dry conditions resulted in frosts at high altitudes. Temperatures as low as minus 2 degrees Celsius were recorded between mid-July and mid-August 2015, with the worst frosts between 11 and 14 August 2015.

Cumulative low rainfall stunted the growth of staple crops across wide areas of the country and the frosts completely wiped out crops in high altitude areas. These shocks created a severe food security crisis and estimates suggest that approximately 480,000 were very severely affected and 220 000 were extremely affected.

Ten Wards in Gumine, Simbu Province were identified as priority areas in need of assistance from a national assessment. In places like Gumine, people had been travelling further to collect water, some people had moved away to get paid work to send funds back and people were eating bush foods in place of lost staple crops. The Government asked CARE to lead relief distributions in Gumine in April 2016

#### 1. Before going to the communities

CARE had a good relationship with a local NGO. The local NGO had already worked with Ward Development Committees from the affected areas so they knew who the key people to work with were. CARE and the local NGO entered the community together – one week before they planned to conduct the distribution.

Relief items were prepared: a sack for each household containing 30 tins of fish, 1 water container (15 litres), 1 month-supply of puritabs, and 10 bars of soap. The decisions made on distributions were made by the CARE Emergency Response Team. Fish was given to provide protein for a month for early recovery while the food gardens are ready for harvesting. Aqua tabs were given as well as water because after the rains have come back, the water sources will be polluted and aqua tabs will purify drinking water for a month whilst the water source cleans itself.

#### 2. Meeting with all the Ward Development Committees and arranging the first community meetings

The Ward Development Committee responsible for the village where the CARE field officers were going to stay provided an escort from the highway to the village – and when they arrived they made sure they had accommodation and whatever else they needed *long sindaun gut*.

CARE asked the Ward Development Committee responsible for the village where they were staying to organise a meeting

with all the Ward Development Committees from the ten effected Wards. In the introduction meeting *ol i bin mekim ol tok igo pas*. They talked about:

- › The principles of humanitarian disaster assistance (particularly Principle 3 and Principle 5)
- › What was likely to happen next in the process
- › Expectations of CARE and of the Ward Development Committees

At the end of the meeting with all the Wards, CARE asked each Ward Development Committee to organise a community meeting in each of the affected Wards – so that CARE and the Ward Development Committee from that area could *putim olgeta samting long ples klia*.

Then the Ward Development Committee members:

- › Organised the community meeting in their Ward
- › Identified and invited participants
- › Arranged a venue
- › Made sure the timing was suitable to the community and to CARE
- › Arranged security for CARE field officers long igo ikam
- › Arranged food and water for CARE field officers

#### 3. Meeting with the key people (Community Entry Approach)

CARE sat down with key people (women leaders, pastors, teachers, Ward Councilor etc in each community) to complete household registration (using household registration forms), prioritising households for distributions and prepare the relief distribution process.

After filling out the household registration forms for a Ward, CARE sat down with members of the Ward Development Committee to confirm what was in the household registration forms – *nogut ol i misimaut sampela haus*. After completing the household registration over 2000 households were found to be in need of assistance.

After they had confirmed the information in the household registration forms, CARE officers sat down with members of the Ward Development Committee to prioritise which households needed to be helped first. Using this information the group identified which households had vulnerable members and made sure that they got assistance when the distribution was done.

Ward Development Committee representatives (and other key people) from the ten affected Wards worked with CARE field officers to plan and prepare the distribution. At the meeting CARE field officers briefed everyone on what the distribution items would be. Ward Development Committees (and other key people) from the ten affected Wards helped CARE to plan and prepare in the following ways:

- › They helped identify three distribution sites for the ten Wards – they identified sites that were safe and neutral and accessible for vulnerable people *na ol lain stap longwe*. The sites were also accessible by road.



- › They organised a storage place for the distribution items at a central location
- › They organized security for the distribution items at the storage place
- › They organized security for CARE field officers during the distribution
- › They organized which two Ward Development Committee members would go with the truck to the distribution sites and help at the distribution sites
- › They agreed roles and responsibilities at the distribution sites

#### 4. At the community meeting

Next a meeting was held with the whole community, where key people took the lead to socialize CARE's work to the communities. The Ward Development Committee *bin go pas long ronim* community meeting:

- › They explained the expectations that CARE has of the community
- › They explained the Humanitarian principles that need to be followed – especially Principle 3 and 5
- › They explained what was likely to happen next
- › They answered questions from the community

The Ward Development Committees (and key people) did a *tok save* with the affected communities. They told them:

- › The location of the distribution site *na wanem taim long go kamap*
- › Who should attend the distribution
- › To make sure that vulnerable people were assisted to attend. Food and non food items would not be given to someone else to pass on *nogut igat komplain*.

#### 5. The distribution of relief items

At the three distribution sites the Ward Development Committee helped their local community to:

- › Prepare the venue and make sure it was clean
- › Make sure there were good toilets ready
- › Have people ready to assist

At each distribution site in Gumine the two Ward Development Committee members (and other key people) helped in the following ways:

- › They helped to load and unload the trucks with distribution items
- › At the distribution site they did a *tok save* for everyone to come and they gave awareness to everyone about what was going to happen at the distribution
- › The key people helped the field officers explain how to use the distribution items
- › They helped to set up the distribution site layout – *em nau yumi lukim pinis*
- › One key person was responsible for crowd control

- › One key person called household heads to come to the registration table, and confirmed who they were
- › One key person was at the feedback table to help deal with complaints
- › All the key people acted as translators

#### 6. After the distribution

CARE compiled the data on distributions and followed up their community engagement with Community Disaster Management training to build local capacity for future events. They also developed case studies and reflection reports on the process to improve their own work for future disasters.

## Evaluating the training

After every one of the training modules it is very important to ask participants for their feedback. This will help the trainer to learn from the experience of running this training, and it will give feedback on the content and activities in the training so we improve it as we go.

To do this we will 'evaluate' the training. This just means seeing if the training achieved what we wanted it to achieve by asking the participants: How did the training go? What can we learn for next time?

A training evaluation *save karim planti kaikai*:

- › The participants get to think about what they were supposed to learn
- › The participants get the chance to *autim bel na lukim bel bilong ol narapela*
- › Giving everyone the chance to *autim bel* shows them you value their opinion
- › You can see if the participants learned what they were supposed to learn
- › You can learn lessons to improve your own performance
- › The content of the training can be improved
- › Your line manager can see if the training was worthwhile (provided you include what the participants thought in your report)
- › Any organisations involved in the training can learn lessons

For these trainings we will use two methods at the end of each module:

- › Ranking
- › Feedback questions

Be sure to allow enough time in the agenda for this to be done. It should take around 30 minutes.

Don't forget to read all this guidance before the course and prepare what you can in advance so you don't waste time.

And remember to keep everyone's piece of paper with their ranking and their feedback – you will need to put this information in your training report.

All Trainers need to take evaluation to heart. Sit down with your fellow Trainers and read the evaluation information. Do a debrief.

Experience is the best teacher but only if you learn from it. Look at the evaluation information and learn lessons for next time.

## Ranking

**Do the following:**

1. Give everyone a blank piece of A4 paper.
2. Next ask the participants to write whether they are male or female on the top of their piece of paper. If you have different levels of participants – for example from the Government or NGO or Ward – then you can also ask them to write whether they are Government or NGO or Ward on the top of their piece of paper. It all depends on how you want to disaggregate (separate) the evaluation information.
3. On the board or butcher paper draw the five faces below. Don't forget to include the letters A, B, C, D, E.



4. Next go to where you have written step 1 on the wall. In this training step 1 is UNDERSTAND HUMANITARIAN DISASTER RELIEF. Read out the step then read out *ol wanwan hap step long mekim – em nau insait long kos mipela bin tokim yupela Trena long raitim long ples klia ol hap step ananit long wanwan step. It is a good idea to quickly go over each hap step so that everyone remembers what it is about – or get a participant to have a go at summarising it. Kirapim bek tingting.*
5. Next ask the participants to write 'step 1' on their sheet of paper and next to where they have written 'step 1' they need to write which letter lines up with how well they understand it. Remind everyone to be honest. Point to the smiley faces and explain what A means and what B means and what C means and what D means and what E means.

**Tell them:**

Write **A** if you are *KLIA OLGETA* (full bar)

Write **B** if you are *KLIA TASOL SAMPELA HAP INO YET*

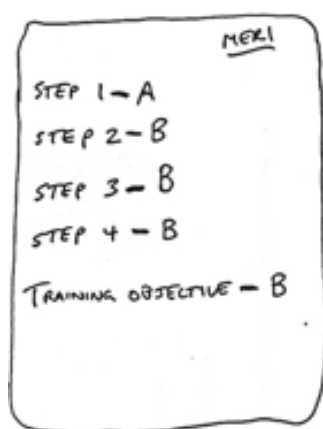
Write **C** if you are *NAMEL STRET*

Write **D** if you are *KLIA LIKLIK TASOL BIKPELA HAP INO YET*

Write **E** if you are *LUS OLGETA* (no bar – out of the network area)

6. When you have completed step 1 do exactly the same thing for step 2. Step 2 is COMPLETE A DAMAGE ASSESSMENT FORM. Then when they have done step 2 do exactly the same thing for step 3. Step 3 is SUPPORT EMERGENCY ASSISTANCE. Then when they have done step 3 do exactly the same thing for step 4. Step 4 is SUPPORT DEVELOPMENT ASSISTANCE.

1. The last thing to do is find out how well everyone thinks the training objective has been achieved. The training objective is PARTICIPANTS WILL UNDERSTAND HOW TO SUPPORT HUMANITARIAN DISASTER ASSISTANCE. Point to where you have written the training objective on the wall – *em nau insait long kos mipela bin tokim yupela Trena long raitim long ples klia trenin objektiv*. Then say the training objective out loud so everyone is clear. Ask everyone to write the words 'training objective' (or 'TO') on their piece of paper. Then ask everyone to write which letter lines up with how well they think the training objective has been achieved.
2. At the end each participant should have something like the example on the right. **Ask everyone to hold on to their piece of paper for the next evaluation activity.**



## Feedback questions

### Next do the following:

1. Write the following five questions on the board or butcher paper and number them:
  - I. One comment I would make about the way the Trainers did the training is...
  - II. The part I found really useful was...
  - III. The part I am most confused about is...
  - IV. One change that should be made to improve the training is...
  - V. Something else I want to say is...
2. Next ask everyone to **turn over their piece of paper** (their ranking should now be on the other side)
3. Ask everyone to write their feedback for each of the five questions. Ask them to write the number on the side and then their comments. They can write as much or as little as they feel they need to.
4. When participants have finished collect their piece of paper. One side should have the ranking information, and whether they are a male or a female. The other side should have their feedback for each of the five questions.
5. Place everyone's piece of paper on the floor with the feedback side up. Invite everyone to come and look at what other people had to say for each of the five feedback questions. Evaluation is for everyone – everyone will be very interested in what other people had to say. If you want to read and answer some of the feedback, then do so. However, don't get cross or cause offense if people have made negative comments.

You can also do this for the ranking if you have time. After everyone has had a look at everyone's feedback then turn over their pieces of paper so that the ranking information is visible – and invite everyone to have a look. They will be very interested.

Thank everyone for their feedback and explain that it will be used to improve the training for other people. Also say that you are available after the training if anyone wants to talk more about the training.

# Icebreakers:

For people to get to know each other and have fun

## Icebreaker: MY FAVOURITE IS.... Materials: None

1. Ask the group “what is your favourite team – Blues or Maroons?” They then divide quickly into groups with the people who shared their preference.
2. They then have 5 minutes to introduce themselves to everyone in their group.
3. Then use this same process to break into different groups a few times so that everyone has had a chance to meet most people in the course. For example, you could also ask “what is your favourite food – rice or kaukau?” and “what is your favourite drink – tea or coffee?” and “what is your favourite meat – beef or lamb?”

## Icebreaker: NAME GAME. Materials: None

1. This game helps the trainer and the participants to remember each other's name. Stand or sit in a circle. The first person says “My name is .....”. The second person then has to say: “Her name is..... and my name is.....”. The third person has to then say the names of the first and second person, and then their own name.
2. Keep going on like this around the whole circle until the last person has to be able to remember everybody's name.

## Icebreaker: WHITE LIES. Materials: None

1. Ask everyone to think or write down four things about themselves. However, one of the things they say has to be untrue (a lie). This can be difficult for people to do so it is a good idea if the trainer does it first so that everyone gets the idea.
2. Go around the group one by one and ask each person to say their four things about themselves. The others have to guess which fact is a white lie.
3. The trainer then needs to ask for a bit more information about the three things that were true – this will help other people in the group to get to know the person.

## Icebreaker: JIGSAW PIECES. Materials: Shapes on paper – such as circles, squares, names, or animal shapes.

1. Make some shapes on paper such as circles, squares, names, or animal shapes. Cut them into two and mix them up.
2. Each participant then chooses one piece.
3. Tell everyone to find the person with the other half of their shape. When they find their match they can get to know each other.
4. After 2 or 3 minutes ring a bell and participants have to return their shape and choose another shape. This can be repeated again so that everyone meets everyone else. Otherwise you can do it once and ask them to introduce their partner to the group.

## Icebreaker: RACE TRACK. Materials: None

1. This is a good game if there are a lot of participants. Get everyone to stand in a circle. Starting at one end, get the first person to say their first name – let's say David. Then the next person repeats David's name, and then the next person also repeats David's name, and then keep getting the next person to repeat David's name until you get back to David (the beginning).
2. Then get them to do it again but faster. The sound of David's name being quickly repeated around the circle will sound like a car going around a racetrack.
3. When everyone has got the hang of it repeat the game with the next person's name. Go around the whole group. Get everyone to speed it up as fast as possible, and encourage them to try and make each other's names sound like the engine of a car.
4. As a variation say that anyone can say “beep beep” instead of the person's name - if they say this then the ‘car’ must skip the next person. Or anyone can make the sound of a car breaking - if they make this noise then the ‘car’ must go in the opposite direction.

## Icebreaker: BALL TOSS NAME GAME. Materials: 3 balls (You can just use balls of paper if you don't have other balls or other soft objects like cushions or fruit.)

1. Ask the group to stand in a circle. This game will help everyone learn each other's names.
2. Start by getting everyone in the circle to say their name, one by one. Repeat this once or twice and remind the group to call out their names slowly and clearly so that the others have a chance to remember their name.
3. Give one person a ball and tell them to call out the name of someone in the group and then throw the ball to him or her.
4. The person who receives the ball then calls out someone else's name in the group and they throw the ball to them. And so on....
5. After a couple of minutes add in a second ball and tell the group to continue throwing and catching both balls. After another minute add a third ball to the game. If a ball is dropped tell the person to pick it up and start again.

## Icebreaker: ACTION INTRODUCTION. Materials: None

1. Get people into pairs (or use the ‘jigsaw pieces’ icebreaker to put people in pairs)
2. Explain that they need to find out about their partner to introduce them to the rest of the group. When they do the introduction tell them to say their partner's name first but then the rest of the introduction has to be without words! They have to use actions to inform the rest of the group (1) where their partner is from; (2) what their favourite sport is; (3) what their favourite food is. The rest of the group has to guess based on the actions.



## Energisers:

Use if people seem tired or are getting bored

### Energiser: A SONG. Materials: None

1. A good energiser is singing. Ask different people to lead the group in a song – if possible songs that are energetic and have actions.

### Energiser: STORY BAG. Materials: Put five unrelated items into a bag. Suggestions for materials include a condom, bottle cap, hat, diaper, kitchen item, food item, school item, tool, coins, video disc, toy, leaf, flower, stick, beer bottle, sock, etc.

1. Firstly, give the bag to the group and say there are five items in the bag.
2. Tell them that they have to make up a story with the five items in it!
3. If necessary, you can give them a theme for the story to get them going – for example “Sewage got kicked off a PMV” or “Jen lost her job at the supermarket”.
4. Then give the group time to come up with a story – 5 minutes should be enough. At the end they will need to tell their story so ask one person to be the story teller.
5. If you want to the group could act out their story.
6. You can repeat this energiser as many times as you like during the course – just have five new items in the bag, and ask a different person to be the story teller.

### Energiser: EVERYBODY WHO.... Materials: Chairs (one less than the number of participants) or you could have mats instead of chairs or you could draw circles in the dirt or place leaves on the ground instead of chairs.

1. Everyone sits in a circle (on chairs or mats) and one person stands in the middle
2. The person in the middle makes a statement such as “everybody who is wearing black shoes” or “everybody who likes buai” or “everybody who is wearing a watch”
3. Anyone who matches the statement has to stand up and try and find a new seat, while the person in the middle takes over someone else’s seat.
4. The person left standing moves into the middle and then makes up a new statement so that they can get a seat.

### Energiser: THE HUMAN KNOT. Materials: None

1. Ask everyone to stand in a circle.
2. Ask everyone to reach into the circles and grab the hand of two other people not standing next to them. The result is a big tangle of people.

3. Then ask everyone to try and untangle the knot without anyone letting go of hands. They may have to step over arms and under other people. It should be a lot of fun. Encourage everyone to communicate to try and find a solution.
4. If they are successful then everyone should be back in the original large circle or in a few smaller circles that are connected.

### Energiser: BALLOON BUST. Materials: A few balloons (or condoms)

1. Blow up a balloon and tie it off (have a few spares!). If you don’t have balloons you could try blowing up condoms.
2. Ask two people to come to the front.
3. Ask them to stand facing each other with their hands behind their backs.
4. Put a balloon on the ground between them.
5. Tell them that they have to break the balloon between each other (not on the ground) and that they are not allowed to use their hands. This means they will have to try and get the balloon off the ground using parts of the body so that it is in a position that the pair can bash into each other or press against each other and break the balloon.
6. If one pair is successful or cannot do it, then invite another pair to have a go.

### Energiser: PASS IT ALONG. Materials: A buai or orange or keys or any object

1. Ask everyone to hold hands in a line. Tell everyone they have to keep holding hands no matter what happens.
2. Put a buai (or similar object) in the hand of the person at the end of the line.
3. Tell everyone they need to pass the buai along the line until it gets to the last person, then it needs to come back along the line until it gets back to the person who started.
4. If the buai is dropped it can be picked up off the floor as long as everyone continues to hold hands.
5. You could time them to see how fast they can do it and then repeat the activity to see if they can beat their time. If there is a large group have two separate lines and have a race!

### Energiser: OINK...2...3. Materials: None

1. Get everyone in pairs.
2. Ask the pairs to stand opposite each other.
3. Ask the pair to say 1...2...3...1...2...3...1. This means the first person says ‘1’, their partner then says ‘2’, the first person says ‘3’, their partner says ‘1’ again and so on. Get everyone to practice doing this!

4. Next ask each pair to replace the number '1' with an animal sound. Each pair can come up with their own sound. Then ask everyone to begin again.
5. Next ask each pair to replace the number '2' with a movement. Each pair can come up with their own movement. Then ask everyone to begin again.
6. If any pair does it really well, then get them to demonstrate to the class.

**Energiser: ANIMAL CRACKERS. Materials: None**

1. Ask everyone to find a partner and choose an animal.
2. Get them to work out the sound the animal makes.
3. Get all the partners on one side of the room and the other partners on the other side.
4. Tell everyone to close their eyes.
5. When you say "go", they must make their animal sound and find their partner WITHOUT looking. Keep track of which pair finds each other first. This is noisy and a lot of fun!

**Energiser: BALLOON IN THE AIR. Materials: Balloons (or condoms)**

1. Blow up a balloon (or a condom).
2. Explain to everyone that they can only use their breath to keep the balloon in the air.
3. Do it a few times to see if everyone can beat their record.

**Energiser: GOTCHA. Materials: None**

1. Participants stand in a circle, arms out to the side. Their left hand should be palm up. The index finger (the pointing finger) on their right hand should be pointing down and touching their neighbours palm.
2. They tell everyone that when you say go they should try and grab the finger in their left hand, and at the same time prevent their own right finger from being grabbed.
3. 1 ... 2 ... 3 ... [add suspense] ... Go!
4. Repeat several times.

**Energiser: TEAM BALLOON. Materials: Balloons (or condoms)**

1. Blow up a balloon (or a condom).
2. Ask everyone to hold hands. Explain to everyone that they must try and keep the balloon in the air without letting go of anyone's hand.
3. Do it a few times to see if everyone can beat their record.

**Energiser: NOSE BALLOON. Materials: A few balloons (or condoms)**

1. Blow up a balloon (or a condom) and tie it off (have a few spares)
2. Invite a pair to come to the front and stand face to face.
3. Place the balloon at their feet between them.
4. Ask the pair to try and get the balloon up off the ground so that it ends up between their noses without using their hands or lower arms.
5. Tell them they can talk to each other. If they cooperate and think about how to do it first it can be done. (Hint: the best way is if one person stands still and the second person uses their body to roll the balloon up the other person until it gets between their noses)
6. If one pair is successful or cannot do it, then invite another pair to have a go

**Energiser: I CAN DO THAT - CAN YOU DO THIS. Materials: None**

1. Get everyone in a large circle
2. Start yourself. Say "can you do this" then do something – a trick, dance step, sound or just jump!
3. The next person in the circle has to say "I can do that" and then do what you did
4. Then they have to say "can you do this" and do their own thing – a trick or a cool dance step or a sound or just jump in the air
5. Continue until everyone in the circle has had a turn

**Energiser: TONGUE TWISTER. Materials: None**

1. Get everyone to stand in a circle
2. Say a tongue twister and write it on the board. Good examples are:  
"Willy's real rear wheel" (you have to say it fast three times!)  
"Frogfeet, flippers, swimfins" (you have to say it fast three times!)  
"Black background, brown background" (you have to say it fast three times!)  
"Tie twine to three tree twigs" (you have to say it fast three times!)  
"Green glass globes glow greenly" (you have to say it fast three times!)  
"Black back bat" (you have to say it fast three times!)  
"Six slippery snails slid slowly seaward" (you have to say it fast three times!)  
"The queen in green screamed" (you have to say it fast three times!)  
"He threw three free throws" (you have to say it fast three times!)
3. Give everyone a turn to say the tongue twister. They have to say it fast three times! See if anyone can do it! If they do it get them to repeat it again!

**Energiser: CHINESE WHISPERS. Materials: None**

1. Get everyone to stand in a circle.
2. Start yourself. Whisper something to the person next to you. A good idea is to whisper one of the tongue twisters from the 'tongue twister' energiser.
3. The person you whisper to then has to whisper the same thing to the next person in the circle
4. Continue until the whisper gets back to you. Say the whisper out loud - it will be completely different from what you started with!

**Energiser: OMO (or COCONUT). Materials: None**

1. Get everyone to stand up
2. Ask everyone how to spell OMO (or COCONUT or their name) with a hand, elbow, knees, foot...
3. Then ask everyone to do it with their hips! Make it funny!

**Energiser: PASS THE CLAP. Materials: None**

1. Get everyone to stand in a circle
2. The first person demonstrates a clap rhythm with the hands – wokim stail wan!
3. The next person has to copy the first persons clap rhythm, then they have to demonstrate their own different clap rhythm for the next person to copy.
4. The next person copies it and so on until everyone has had a turn.

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