



COMMUNITY DISASTER MANAGEMENT TRAINING

Module 4: Recovery

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

Christopher Gard and Julie Webb

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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: CARE leads health awareness activities in drought affected communities in Eastern Highlands Province.

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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 4

Recovery



Step 5 - Implement and evaluate your actions

Step 4 - Identify and plan actions to reduce

Step 3 - Climate change causes, impacts and actions

Step 2 - Discuss long term recovery actions

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

DAY 1	
8.30-10.00	Review and Step 1: Update your plans
10.00-10.30	Tea break
10.30-12.00	Step 2: Develop recovery actions
12.00-1.00	Lunch break
1.00-2.30	Step 2: Develop recovery actions
2.30-3.00	Tea break
3.00-4.00	Step 3: Climate change causes, impacts and actions
4.00-4.30	Wrap up

Day 2	
8.30-10.00	Step 3: Climate change causes, impacts and actions
10.00-10.30	Tea break
10.30-12.00	Step 3: Climate change causes, impacts and actions
12.00-1.00	Lunch break
1.00-2.30	Review and Step 4: Identify and plan actions to reduce disaster
2.30-3.00	Tea break
3.00-4.00	Review and step 4: Identify and plan actions to reduce disaster
4.00-4.30	Wrap up

Day 3	
8.30-10.00	Step 5: Implement and evaluate your actions
10.00-10.30	Tea break
10.30-12.00	Step 5: Implement and evaluate your actions
12.00-1.00	Lunch break
1.00-2.30	Wrap up and review module 4 (and 1, 2, 3)
2.30-3.00	Tea break


After this training, participants will:

- › Be able to review short term response plans based on lessons learned
- › Understand causes and actions to respond to climate change
- › Be able to support long term recovery and development programming
- › Be able to develop a long term disaster plan (linked to preparation training and Ward Developing Planning)
- › Be able to implement the plan, including proposal writing using templates

Step 1:

Update your Plans



Materials	Prepare icebreaker, poster for course objectives and word watch on the wall. A ball for the review ball activity. Check your whiteboard / markers for writing key questions.
Key questions for this step	<ol style="list-style-type: none"> 1. What have you learned about preparing and responding to disasters? 2. What changes do you want to make to your Plans based on your experiences? 3. Who will make the changes and when? 

General discussion

(15 minutes)

Introduce the Disaster Cycle to guide the discussion.

Review what we have covered so far in Module 1, 2, 3 and in particular their Community Response Plan and Family Action Plans.

You may need to spend sometime on this to get new participants up to date on past discussions. Invite the participants who have attended the past trainings to share their lessons.

You can use the 'review ball' activity to bring people together and refresh their memories of what has come before.

Small group discussion

(30 minutes)

Before we look at recovery and risk reduction lets look at what we have learned so far and how we can improve the plans already developed. Get into Ward groups if possible or get into in small groups of 4 or 5 people to discuss your experiences and lessons from Modules 1, 2 and 3.

In small groups consider:

1. What did you learn in the training and the simulation?
2. What was surprising and new?
3. What confirmed your past knowledge?

General discussion

(5 minutes)

At the end of Module 3 you participated in a simulation of a relief distribution and in a debrief we discussed:

1. What you learned in the training and the simulation that is not in your plans?
2. What changes you would like to make to your plans, who will make them and when
3. What ideas do you have about recovery activities?
4. What you could do to reduce the impact of the disaster based on your experiences?

In this Module (4) we will revisit the ideas from Modules 1 and 2 to revise your Plans based on what you have learned. We will also look at Module 2 and 3 to review your Disaster and Vulnerability assessment for the long-term recovery and risk reduction planning.

We will also explore climate change causes, impacts and actions as part of this Module so that your long-term actions include climate change actions.

Using all this knowledge we will identify and plan actions to reduce the disasters you face in future and develop the skills needed to implement community actions.

Small group discussion

(30 minutes)

Revisit the lessons and discuss:

- › What changes you would like to make to your plans AND who will make them and when?

Give them time to either make the changes or agree on who and when these changes will be made. Report back to the main room, including a commitment to making the actual changes needed.

Give enough time for them to plan who will make the changes and what needs to be done

General discussion (10 minutes)

Wrap up this discussion .

Revision:




Ask the participants the key questions for this step:

1. What have you learned about preparing and responding to disasters?
2. What changes do you want to make to your Plans based on your experiences?
3. Who will make the changes and when?

Step 2:

Develop Recovery Actions



Materials	Prepare icebreaker, poster for course objectives and word watch on the wall. Ball for the review ball activity. Check your whiteboard / markers for writing key questions.
Key questions for this step	1. What kinds of actions are relevant for disaster recovery? 2. How can we tell if actions after a disaster are short term coping or long-term recovery? 

General discussion

(5 minutes)

Remind people that in Module 3 we looked at the 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

Bikpela tok. As we have talked about - you all know a lot already about how to recover from disasters, and your local knowledge is important for good planning (remember the closed box activity?). Disasters have happened here in the past and this experience will be very valuable when a disaster happens.

Quick brainstorm to revisit the discussion from Module 3 – what are some examples of early recovery? 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

Early recovery is something you may already be very familiar with but what about longer-term recovery? What can be done to improve your community into the future after a disaster?

Column 3: Next ask them to think about which of this longer list of actions will improve their communities into the future, and which might create new dependencies (financial, technical or other), or will become less effective over time. Identify which ones can be reworked to be viable and valuable into the longer term. Write an amended action in Column 3.

Some examples:

- › If a food garden was damaged, a short-term action could be to set up a supply of imported food but over time this action creates a dependency. A long-term recovery initiative is to replant gardens and ensure crop selection will be productive in the future. (Noting that we will talk about climate change in the next Step).
- › A short-term recovery action could be to rebuild a house with existing materials from the old house. But this is not as strong as it was before due to damage to some pieces so it will be more likely to be damaged in the future.
- › If a water tank is damaged and leaks through some cracks, a short-term action could be to patch the leaks using available material like paper or plastic. But this means the tank is likely to leak again and is more easily damaged in future disasters.

A longer term action would be to seek out specialist water proof sealant to repair the tank and look at how to replace the tank in the future.

Small group discussion

(45 minutes)

Ask them to draw up three columns and to pick a particular hazard they have experienced.

Column 1: List the damage down the left column of the paper (or to draw pictures to symbolize it). You can prompt them to think of damage to people, places, infrastructure, services, gardens, livelihoods in terms of the damage, and to be specific – who where how much.

Column 2: Ask them to list all the actions that could be taken after the disaster to recover. They can list short or long term actions at this stage.

Activity

(30 minutes)

Long term recovery versus short term coping

This activity gives people a chance to think about the difference between short-term coping with a disaster and longer-term recovery.

Preparation:

- › Print sheets from later in the Module and cut up the different actions as well as the two bigger pieces with LONG TERM RECOVERY and COPING on them. There are some empty lines where you can add localised actions that the group may find useful to discuss.

Rules:

- › Arrange participants either into one group around a table or in parallel groups around separate tables. This depends on how many people are at the workshop as around 8 is a good number as discussion and collaboration is needed.
- › Now ask the group to arrange the actions under two headings of either longer-term recovery or coping.
- › If there is a disagreement that can't be resolved they can move on to another one and leave it in the middle.

Debrief

Discuss how easy or hard it was and what the source of disagreements was. Ask each group to discuss between them common confusion or debate and how they were resolved.

Emphasise that short term coping strategies will degrade community resources over time. This is particularly problematic if disasters happen more often with climate change – which we will discuss in the next step.

General discussion

(15 minutes)

Revisit the Gumine Case study we explored in Module 3. In one village that CARE worked with the community came together after the drought and their engagement with CARE to pool their resources to construct a safe water supply. They built a shared pipe from the water source to a local reservoir. This self initiated and resources actions reduced their own vulnerability to water insecurity in times of future drought.

We will talk more about planning actions in Step 5 of this Module. We will look at actions that you can do yourselves like this one, as well as actions that would benefit from some outside help – either financial, practical or technical (The facilitator should have examples ready before the actual session).

General discussion (10 minutes)

Wrap up this discussion.

Revision:


Ask the participants the key questions for this step:

1. What kinds of actions are relevant for disaster recovery?
2. How can we tell if actions after a disaster are short term coping or long-term recovery?

Step 3:

Climate Change Causes, Impacts and Actions



Materials	Prepare icebreaker, poster for course objectives and word watch on the wall. Check your whiteboard / markers for writing key questions. Prepare the materials for the activities (see below): Find Your Partner, Climate vs Weather. Prepare the questions and get a prize for the Quiz (see below for some ideas.)
Key questions for this step	<ol style="list-style-type: none"> 1. Why is the climate changing? 2. What climate changes can we expect in PNG? 3. What actions can help us to prepare? 

General discussion

(5 minutes)

In this module we will be looking at the arrow in the middle of the disaster cycle – the one in the first pages of the handbook. (You may want to also draw it up on the wall).

All our efforts through the disaster cycle (preparation, response and recovery) must not make people less able to cope next time there is a disaster and, in fact, must make them MORE about to cope next time. Refer back to the Humanitarian Principles – specifically:

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 divelopim 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.

AND

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

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

In this Step we will look at how to ensure identify actions that take climate change into account so that over time vulnerable people are not left behind. We also want to make sure that community capacity is stronger and able to deal with climate changes.

Activity

(30 minutes)

Find your partner: This activity is a chance to introduce key terms and ideas, and to check the level of knowledge in the room.

Preparation:

- › Print key terms in big font (or write them on cards) and cut them up into smaller slips according to the spaces.

Make sure you have the right number of slips per person in the room so that everyone can find their others!

- › Use terms in the glossary at the back on this Module and other terms that are relevant – for example you could include ‘Community Response Plan’ and cut it into three, or Social Inclusion. An example list later in the Module but be sure to tailor it to your group.

Rules:

- › Pass out one slip to each person (or more if the number of people is small but you want to cover more terms)
- › Invite the group to walk around until they find their ‘other half’ (or third)
- › Go around the room asking them to read their term and explain it if they can. If they aren’t sure ask if anyone else wants to have a go.
- › Clarify its meaning for the group. Notes terms or ideas that need further discussion

Based on the discussion you can decide how much time to plan for the next activity, the Quiz, as that activity gives more time for the explanation of the terms in more detail.

Activity

(30 minutes)

Climate versus Weather: This activity is a good one to get people to understand the difference between climate and weather.

- › Print out the slips with terms on them and cut them up (without the answer column, that is for you!)
- › Ask them to draw a table on a piece of paper one headed Weather and one Climate
- › Ask them to decide which ones are examples of weather and which are examples of climate
- › Debrief to discuss areas of debate or uncertainty

Activity

(45 minutes)

Climate Quiz

This is a fun game where the group is separated into two teams and they compete against each other for a prize.

Preparation:

- › Be prepared to give an answer to each question as you go – the idea is not just to test their knowledge but also so clarify so use the time between questions to provide detail.
- › Develop 10-12 questions. Decide which questions you want to focus on from the glossary and also the climate summary at the end of the Module. Participants will have this on hand and if they have done some reading they will get good scores!
- › The prize could be a shared bag of sweets, a pineapple, a bunch of bananas – whatever you can find that is fun to share!

Rules:

- › Once you have separated the group into two ask them to agree on a name for their team. Write a table up with a column for each team so you can keep score (or you can ask for an assistant).
- › Then explain how the game will work: One team will be given a question and they have up to 2 minutes to answer it. If they get it right give them 1 point. If they don't answer or get it wrong the other team can have a go. Award 1 point to the team that gets it right.
- › The next question goes to the other team and the same rules apply and so on.
- › After going through the key terms, for example "what is causing climate change?" move onto two brainstorm questions:
 - List as many changes as you can that have already been observed in PNG
 - List as many climate change projections as you can for PNG

At the end tally the scores and award the prize!

Revision:



Ask the participants the key questions for this step:

1. Why is the climate changing?
2. What climate changes can we expect in PNG?
3. What actions can help us to prepare?

General Discussion


(15 minutes)

Follow up any areas of debate and confusion and explain that in the next session we will look at the results of the Disaster and Vulnerability Assessment and how to draw climate change into this. We will then develop actions to reduce disasters into the future.

Step 4:

**Identify and plan actions
to reduce disasters**



Materials	Prepare icebreaker, poster for course objectives and word watch on the wall. Check your whiteboard /markers for writing key questions. Prepare a poster for the Savings /Budget exercise.
Key questions for this step	<ol style="list-style-type: none"> 1. What are the two sources of information that we need for this Step? 2. What actions can you take to reduce disasters in the future? 3. How can you raise funds and save for these? 

General Discussion

(5 minutes)

In this Step we are going to bring a lot of things together: community information, climate change and Ward Planning. This is a big step!

In Module 2 we built a picture of what disasters have happened and may happen in the future, and also of who is affected – and how. This helped us to understand the key disasters to prepare for, and key vulnerabilities to address. It also gave us an idea of how these have changed over time.

Example: You can't stop the rain but you can learn from your past experiences (where who how impacted), and then act to reduce the impacts in two ways:

- › Short term in preparation to a particular event (hear official warnings, see traditional signs, share warnings, lift up or protect your important resources and assets, safe evacuation)
- › Long term (strengthen houses, replant riverbanks, move assets)

There are two lines of discussion from these two ways to act:

- › How can we better prepare to respond to a disaster (Module 2) and
- › How can we reduce disasters over time? (Module 4).

Both are relevant in this opening discussion and now we will focus on reducing disaster over time – based on what you learned in Module 2 about disasters and vulnerability in your community AND climate change.

Pair discussion

(15 minutes)

Read the case study at the back of the Module – we are looking at the assistance provided by CARE in Gumine after the initial response phase.

Discuss:

- › Do you think will help to reduce vulnerability if there is another drought or frost?

- › How do these actions align with the Humanitarian Principles especially participation and building capacity?
- › Is there anything CARE could have done differently?

Debrief

When you work with a humanitarian organisation to decide what assistance is needed don't expect them to be able to address all the needs as they may only have the resources to help you come up with a plan.

Don't forget though that humanitarian disaster assistance must try and work in a way that builds local capacity and help you to meet your own needs.

Brainstorm

(15 minutes)

What are the tools we used in Module two to understand disasters and vulnerabilities?

Write these up on the board and ask them to explain what they are and what we learn from them

There are five important tools:

1. **Historical profile:** what are key events in the past and how have they coped and recovered?
2. **Seasonal calendar:** what are the key times of the year when certain hazards and vulnerabilities are most serious?
3. **Transect walk:** where are these things happening and what else can you observe from seeing them? Do you have more questions about related processes?
4. **Disaster mapping:** Where are these things happening and where are there changes over time?
5. **Vulnerability matrix:** how are key hazards affecting the most vulnerable resources?

We used these tools in a way that also gathered knowledge about changes over time. How? (you may want to refer back to the facilitator guides) Why is this important? (because with climate change the past does not necessarily predict the future anymore) discussion.

Small groups

(60 minutes)

How can we make sense of the information that we have? In Module 2 we gathered information from the community, and in the Step 3, we just completed we looked at climate change in PNG. Now we will bring these critical sources of information for planning together.

The two sources can be thought of as:

1. Local knowledge: what have we experienced in the past, what have we done in the past and what changes are we seeing?
2. Outside knowledge: what weather observations are there and what do the climate models say about our future climate?

For this activity make small groups that have results from the Module 2 Disaster and Vulnerability Assessment. The aim is to give participants an idea of the discussions and decisions needed to bring climate change issues into community based disaster reduction planning.

Refer them to the climate profile for PNG in the back of the handbook. Summarise the main trends for them that are projected into the future. Emphasis that they need to engage with the trends and main projection, but they don't need to engage with the technicalities, details etc.

Give them an empowering message about using the information they have!

- › Ask each group to review the materials they have from the community assessments and the actions that were identified that could reduce disasters in the future.
- › What other actions come to mind? Brainstorm – we will look in more detail later!
- › Ask them to then review each action and mark whether they need to consider climate change in their planning and implementation. This is a rapid assessment only so keep them moving.
* Mark them with a star.
- › They should now select 5 actions to discuss further to amend and updated (the number is dependent on the time you have available).
- › Ask them to identify what could be done to bring climate change into the action

Explain that actions might be familiar but we may need to think about changes in *where* things are done, *when* they are done in the year, *who* we work with, *what scale* it is at (we may need to scale up) and - in some cases - *what* we do.

Report back and discuss / collaborate on amending their actions.

Small groups

(30 minutes)

Prioritising our actions is also important! To do this we will look at how long an action will take, how much it costs and how important it is.

Explain these categories and write them on a sheet that everyone can see:

How long would each action take?

a = short (3 months or less)

b = medium (3 to 6 months)

c = long (6 to 12 months or more)

How much would each action cost?

x = free or not much

y = a bit (a quick community collection)

z = a lot (a larger community wide)

How important is the action to reducing disasters?

1 = most important

2 = important

3 = could do later

Review your actions and apply these categories.

Report back.

General Discussion

(5 minutes)

Let's talk about savings for disaster recovery as part of preparation.

Putting a little aside now could help you as an individual or as a community to recover from future disasters.

Where in your budget can you put money aside for unexpected times like drought?

Savings is the amount of money you put aside, after you spend on all the things you **NEED** in your house. Savings is needed for taim nogut like the drought.

There is a simple tool that anyone can use to control and plan your income and expenses. This simple tool is called a budget. Show the group the example below of a budget. You will need to draw this on butcher paper na putim long ples klia.

This budget is a plan for how a household will get money and spend money over the next year.

Income	Expenses
1600	1200
	150
	200
	150
1600	1700

Small groups or pairs

(10 minutes)

1. Consider all the income that you plan to get over the next year. You need to list this on the income side.
2. Add up all of the income and write it at the bottom. In the example on the butcher paper *luk olsem* the household gets all of its income from coffee *tasol*.
3. Brainstorm your most important (NEEDS) to the least important (WANTS). When you do this you need to make sure you *givim bikpela lukluk long ol bisnis* expenses. Identify your most important first.
4. List your expenses on the right side – in order from most important (NEEDS) to least important (WANTS).
5. Add up the total of your expenses and write it at the bottom. Do your expenses cost more than your income? If your income is not enough to cover your expenses you will need to make some hard decisions. You will need to look at ways of finding more income or cutting down your expenses.

When you make these decisions it is very important that *tupela marit bungim tingting na wokim*.

General discussion

(15 minutes)

Ask everyone to look at the example of a budget on the butcher paper.

Ask them if there is enough income to cover the expenses? How much is the household short? What could the household do?

If there is not enough income to cover expenses you can do two things:

1. Reduce your expenses. Ask everyone to have a look at the expenses on the butcher paper. What would you suggest the household could cut out so that there was enough income to cover expenses?
2. Increase your income. How much would the household need to increase its income by in order to cover their expenses? Who makes these decisions? Who is affected by these decisions? Is this fair? Unfair?

Note: You could invite them to go back to their small groups to work on these questions.

Note: You could make up some family budget information and set the groups a challenge of seeing who can find ways to balance the budget.

If there is money left over after paying for their NEEDS then you can have '**savings**'. The advantage of savings is that if you don't have enough money for your NEEDS next time you have some spare. This is really useful in times of disaster like drought.

Debrief

1. Was the budgeting tool easy to use? What difficulties did you have?
2. What discussions did you have as a group? Did all members of the group contribute?
3. What could your household do to make sure there is enough income to cover the expenses?

Revision:



Ask the participants the key questions for this step:

1. What are the two sources of information that we need for this Step?
2. What actions can you take to reduce disasters in the future?
3. How can you raise funds and save for these?





Step 5:

**Implement and evaluate
your actions**

**Key questions
for this step**

1. What skills do you need to implement the plan?
2. What templates are available to help you plan your actions, and seek outside assistance?
3. What is evaluation, and what is the community's role in it?



Brainstorm

(10 minutes)

Now that we have worked through the actions you want to implement and whether they are ones you can do yourselves or ones you need to get assistance for we will talk about the practicalities of implementing them.

What are some skills you need to do this?

They may say things like:

Leadership, time planning, budgeting and money management, community engagement, relationship management, practical skills to do the work (like construction or building), technical skills (like knowledge of crop cycles or water sources).

Pairs

(15 minutes)

Who has these skills in your community?

Are they held by men or women?

What can marginalized groups bring (e.g. knowledge of their own livelihoods, gardens etc.)

Report back.

Discuss that everyone has some skills and knowledge of value (remember the box activity again??).

There are also some specific skills that we will look at here:

Planning and budgeting.

Brainstorm

(5 minutes)



What are the important parts of a plan?

They may say things like what will be done, when, by who, with what, how much will it cost.

Write them all up on the board.

Pairs

(15 minutes)

Look at the table in the back of the Module.

- › Is there anything missing from the plan?
- › Is anything unclear?
- › Do you think you would be able to complete this for the actions you have been discussing so far?

Report back.

General discussion

(15 minutes)

Now let's think of proposal writing.

Go through the Ward Plan Proposal in the Handbook.

Explain that you will need to describe what kind of change you hope to achieve (your objective) and how this objective can be achieved.

The proposal will be much stronger if:

- 1) More than just one Ward will benefit – the more the better
- 2) It shows how the Ward communities will contribute to the project.
- 3) It explains what people in the Wards have already done to achieve the objective.

The completed Ward Plan Proposal will be much stronger if it has the following attachments:

- 1) An Action Plan from all the Wards that will benefit.
- 2) The Ward Profile from all the Wards that will benefit.
- 3) The story of how you developed this Ward Plan Proposal (for example who was involved).

When you try and get support for your Ward Priorities Plan you need to work together with the other WDCs from Wards that will benefit from the Ward Plan Proposal. If you do this, your voice will be much stronger.

If you have more than one objective (more than one priority) that you want assistance to achieve, then you need to fill out a separate Ward Plan Proposal form for each of the objective.

If you need more space then just use extra paper.

Small group

(15 minutes)

Is this form clear?

Who will fill it in?

Can you find the information you need?

Report Back.

General Discussion

(5 minutes)

The other important part of implementing actions is evaluating it. This means looking at what you have been doing, and what others have been doing and seeing how it has gone so everyone can learn from it. Everyone to learn lessons for next time. The community needs to learn lessons. The Ward Development Committee needs to learn lessons. The outside organisation needs to learn lessons.

Around 6 months after the activity is finished it is very important for everyone involved meet and discuss whether it was successful or not.

Evaluation is done around 6 months after an activity because it can take some time after activities have finished to know if they were successful or not – some activities take time long for the benefit to be seen. For example after the health and hygiene training in Gumine the participants were supposed to go back and put into practice their action plans.

You can't see whether the health and hygiene training is effective and successful unless you wait to see if the participants put their action plans into practice.

Pairs

(10 minutes)

- › Who would typically be involved in an evaluation in your community?
- › Who would typically be excluded?
- › Why do you think it is important to involve people who are socially excluded when you evaluate the disaster assistance?

Be prepared to share your ideas.

Revision:



Ask the participants the key questions for this step:

1. What skills do you need to implement the plan?
2. What templates are available to help you plan your actions, and seek outside assistance?
3. What is evaluation, and what is the communities role in it?

Supporting materials: Key words

Term	English	Tok pisin
Hazard	Hazard is an event that can happen like a volcano, flood, kingtide, sea swell, tsunami, earthquake, strong wind, landslide, bushfire, or drought. It can happen and not affect anyone but if it does, then it is a disaster.	Taim hevi bilong graun kamap olsem maunten paia, wara tait, solwara solap na bruk igo abrusim mak we em save stop long em, (graun) guria, strongpla win, graun buruk, bus paia tasol ino bagarapim ol manmeri o ol samting em I hazed.
Disaster	<p>Natural disasters happen when an event like volcano, flood, kingtide, sea swell, tsunami, earthquake, strong wind, landslide, bushfire, drought cause damage to a person, place or community.</p> <p>A disaster can happen quickly like an earthquake or much more slowly like a drought.</p> <p>There are also man-made disasters like house fire, car accident, oil spill or fights.</p>	<p>Ol bikpla graun bagarap save kamap long ol ples taim ol kain bikpla hevi olsem, maunten paia, wara tait, solwara solap, strongpla win, graun bruk, bikpla san kamap na bagarapim sindaun bilong ol manmeri long ples.</p> <p>Ol dispela graun bagarap ken kamap hariap tru olsem graun guria o ken kamap isi isi olsem long taim blo bikpla san.</p> <p>Ol man tu iken kamapim bagarap tu olsem kukim haus/ bus, kapsait long kar o kirapim pait insait long ples.</p>
Vulnerable	Some people, places or communities are more likely to be badly affected by a disaster. These people, places or communities might also find it harder to recover. Many things create vulnerability such as health, access to information, or social situation.	Igat sampala manmeri o ples we iken kisim mo bagarap long taim long bigpala graun bagarap. Dispala manmeri o ples bai painim hat blo stretim sindaun blong ol ken. Planti samting iken kamapim planti hevi long sait blong sik, kisim toksave, o sindaun blong manmeri long ples.
Risk	Risk is the chance of a hazard becoming a disaster. Risk is determined by the strength of the hazard; the vulnerability of the people, place or community; and their ability to prepare, respond or recover.	Sapos igat graun bagarap, risk em ol hevi we yu ting bai iken kamap na putim laip bilong ol manmeri long bikpela hevi. Husait ol manmeri o ples bai kisim bigpala hevi long taim graun bagarap imas gat save long redim ol yet long stretim sindaun.
Disaster risk reduction	Disaster risk reduction is anything that is done to reduce the impact of a disaster. It can be short-term actions like early warnings and evacuation maps or long-term actions like planting vegetation on a riverbank to reduce erosion and flooding.	Taim yu mekim samting long helpim yu yet long abrusim hevi blong graun bagarap, yu ken helpim yu yet long abrusim hevi long nau yet olsem kamapim mep long wanem ples long go taim graun buruk na tu yu ken traim mekim sampala plen long bihain taim long daunim hevi blong graun bruk na wara tait.
Recovery	Recovery means things that can be done after a disaster to get back to normal times. It could be clearing a road, rebuilding a house or replanting a crop.	Ol samting yumi inap mekim long helpim yumi yet sindaun gut long ples bihain long ol bikpla graun bagarap ikamap. Dispela em ol kain samting olsem yumi yet ken stretim rot, mekim haus o planim gaden kaikai bilong helpim yumi yet bihain long bikpla graun bagarap ikamap.
Humanitarian response	Supporting another person or community to recover from a disaster is a humanitarian response.	Nambawan helpim ol manmeri isave kisim taim graun bagarap na manmeri i kisim bigpla taim. Displa helpim i ken kam long ol narapal lain ikam givim helpim.
Development assistance	Supporting another person or community to improve their lives into the future is development assistance.	Ol helpim isave kam insait long ples long helpim ol manmeri iken kamapim gutpla sindaun bilong ol long bihain taim.
Seasons	Papua New Guinea has a dry season and a wet season each year. But some dry seasons are drier than normal, and some wet seasons are wetter than normal. This is natural climate variability.	PNG i gat tupela sisen, taim bilong san na taim bilong ren na em i save kamap insait long wanpela yia. Sampela taim san i save stap long pela taim na mekim ples igo drai olgeta. Sampela taim ren i save stap longpela taim na mekim wara i pulap long olgeta hap. Em bikos long senis bilong klimet.

Term	English	Tok pisin
El Niño and La Nina	<p>The main causes of climate variability in the Pacific are El Niño and La Niña. El Niño means that Papua New Guinea will be drier than normal, and La Nina means it will be wetter. When we are not experiencing an El Niño or La Niña event we have our average seasons – we call this ‘normal’ or ‘neutral’. There is no regular pattern to El Niño and La Niña. The cycle between them has happened around every 3 to 7 years in the past.</p> <p>El Niño and La Niña can stay for a year or sometimes longer and will have a big influence on life by causing long dry times and long wet times. El Niño and La Niña are not human-induced climate change - they are part of the natural climate system.</p>	<p>As bilong senis bilong ol dispela samting i save mekim senis bilong ren na san insait long Pasifik em ol i kolim El Niño na La Niña. Taim ol i tok El Niño kamap em i olsem san bai go strong olegta na La Niña em i oslem i bai gat bikpela hevi ren na i kamap planti mo taim na i no wankain olsem nomol taim. Taim nogat senis long ren na san em i gutpla taim bilong ren na san, yumi mas save oslem ino gat gutpla taim blong El Niño na La Niña. Na em i save kamap olsem namel long olgeta tripla igo sevenpla krismas.</p> <p>El Niño na La Niña i ken kamap na stap insait long wanpela krismas o mo long wanpla krismas tasol em i ken mekim bigpla senis long laif olsem mekim drai sisen i go drai moa yet na wet sisen i go wet mo yet. El Niño na La Niña em i stap bifo long taim i gat senis long ren na san. Bai stap yet oltaim.</p>
Climate change	<p>The earth has an invisible blanket of gases (greenhouse gases) around it that keeps some of the heat from the sun inside and lets some of it back out. The gases keep the earth’s temperature just right for people, plants and animals to grow. This is called the ‘natural greenhouse effect’.</p> <p>Because of burning fossil fuels like oil, petrol and coal, and large scale cutting of trees, there are more and more gases in the atmosphere. Much, much more of these gases come from countries like America, Australia and China than from Papua New Guinea. These gases are trapping more heat inside the atmosphere so the earth is warming up. This is just like if we were lying under an extra blanket. This is known as ‘global warming’.</p> <p>Climate change means the changes in our climate that are happening because of the extra warmth being trapped by the thicker blanket of gases.</p> <p>These changes include:</p> <ul style="list-style-type: none"> › Changing extreme events such as droughts, floods, and tropical cyclones › Changes in average temperature and rainfall patterns <p>Higher levels of gases in the atmosphere are causing some to be taken into the ocean. This makes it more acidic, or sour like a lemon. This makes it hard for coral and other marine animals and plants to grow. This is called ‘ocean acidification’.</p> <p>Climate change is already happening and is expected to continue because of the record rate of greenhouse gases going into the atmosphere around the world.</p>	<p>Displa graun bilong mipla igat wanpla kain blanket isave karamapim. Dispela blanket isave holim sampela hot bilong san insait na larim sampela hot bilong san igo autsait. Dispel ol kolim long ‘natural greenhouse effect’. (Wan kain olsem neseri haus)</p> <p>Taim planti bus paiya kamap, o simuk i kamaut long ol faktori o kar o yumi katim ol diwai we isave kamapim ol gutpela win, em nau yumi kamapim planti ol win nogut. Dispela ol win nogut isave bung na kamap planti nau na hotim ples insait long dispela blanket. Wankain olsem yumi karamapim planti blanket. Dispela ol kolim ‘global warming’.</p> <p>Ol taim bilong sun na ren iwok long senis long wonem igat ol sampela moa hotpela win istap inait long dispela blanket.</p> <p>Ol displa senis em olsem;</p> <ul style="list-style-type: none"> › Bikpela senis ikamapim graun bagarap olsem bikpela san, wara tait, kamapim, ol strongpela win. › Ol senis long taim bilong san na ren o kol ples iwok long kamap hot nau. <p>Taim planti ol smok nogud ipulap antap long skai, sampela bilong ol dispela smok nogud isave go long solwara. Taim dispela smok nogud imix waintaim solwara, em imekim solwara ipait liklik. Kain olsem teist blong muli. Dispela imekim hat long ol rif na ol narapala samting bilong solwara long kamap. Dispela ol kolim ‘ocean acidification’.</p> <p>Ol taim bilong sun na ren iwok long senis ikamapim finis na bae go yet.</p>

Term	English	Tok pisin
Mitigation	To mitigate means to reduce the causes of something. In climate change, mitigation means to reduce the cause of climate change, which is the emission of greenhouse gases. In disaster risk reduction mitigation means reducing the causes of disasters. Sometimes disaster mitigation activities and adaptation activities can be similar.	Ol rot bilong daunim ol hevi blong kainkain samting. Long climate change, mitigation minim daunim hevi bilong greenhouse gases (smuk nogud). Long taim bikpala gruan bagarap na ol wok bilong daunim ol hevi, ol I save tok disaster risk reduction.
Adaptation	Adaptation means doing things to reduce the impacts of climate change, or sometimes to take advantages of some benefits. Climate change brings new challenges but learning how to adapt to the natural ups and downs in the climate, like those from El Niño and La Niña, will help us to prepare for climate change.	Adaptation i min olsem, taim yu helpim yu yet na usim displa ol gutpela senis ikamap bihain long climate change. Climate change i save bringim nupela senis tasol yumi mas yusim ol save bilon El Niño and La Niña long redim yumi yet long climate change.

Note: *Tok Pisin* varies in different regions in PNG.



Case study

**Climate Profile: Papua New Guinea
Pacific Climate Change Portal
Secretariat of the Pacific Regional
Environment Programme (SPREP)**

Measured changes in temperature:

- › Annual and half-year air temperatures at Port Moresby and Kavieng (an island to the north east) have been warming since 1943 and 1962 respectively.
- › Minimum air temperature trends are stronger than maximum air temperature trends.
- › Warm temperature extremes have increased and cool temperature extremes have decreased at both sites.
- › All temperature trends are consistent with global warming.

Measured changes in rainfall

At Kavieng, there has been a decrease in the number of days with rainfall since 1957.

The remaining annual, half-year and extreme rainfall trends show little change at Kavieng and Port Moresby.

The future climate in PNG

- › El Niño and La Niña events will continue to occur in the future, but there is little consensus on whether these events will change in intensity or frequency;
- › Annual mean temperatures and extremely high daily temperatures will continue to rise (very high confidence);
- › Average rainfall is projected to increase in most areas (medium confidence), along with more extreme rain events (high confidence);
- › Droughts are projected to decline in frequency (medium confidence);
- › Ocean acidification is expected to continue (very high confidence);
- › The risk of coral bleaching will increase in the future (very high confidence);
- › Sea level will continue to rise (very high confidence); and
- › No changes in waves along the Coral Sea coast of Papua New Guinea are projected (low confidence). On the northern coasts, December–March wave heights and periods are projected to decrease (low confidence)

Date updated: March 2016
<https://www.pacificclimatechange.net>

Long term recovery versus Short term coping.

Print and cut these up for participants to sort.

Increase crop production by changing to climate sensitive seeds
Diversify to non-agricultural livelihoods
Add water to a dry garden by hand with a bucket
Borrow money from a moneylender (with high interest)
Use agriculture practices the build organic matter in the soil
Change when you plant your crops to match seasonal change
Sell your livestock e.g. pigs, cows, chicken for cash
Cut more trees to make charcoal for sale
Borrow money from village savings & loan scheme (low interest)
Migrate to town or city for work
Reduce meal size
Do casual labour on road building and construction
Sell fishing equipment e.g. nets and boat

Sell non timber forest products

Meet your community to plan shared famer training with women

LONG TERM RECOVERY

SHORT TERM COPING

Find your partner terms to print out, cut up and share.

Make sure you have the right number of matching sets for the people in the room.

Climate	Change	
Disaster	Risk	Reduction
Greenhouse	Gas	
Global	Warming	
Ocean	Acidification	
Seasonal	Change	
Extreme	Event	
Cyclone	Season	
Sea	Level	Rise
Social	inclusion	
Gender	sensitive	
Family	Action	Plan
Community	Response	Plan

Climate change will severely affect -

- the lives of millions of people around the world.

Climate change is not only a global environmental problem it is also -

- a global humanitarian problem that will be felt by everyone and will affect vulnerable people the hardest

Weather Versus Climate

Print and cut these out	Keep these to yourself – they are the answers
Yesterday it was a very hot day in Apia	Weather – temperature at a specific time and place is a short-term condition.
Vanuatu has a wet season and a dry season	Climate – the season you expect is based on long term observations.
Nauru has consistent monthly average Temperatures throughout the year	Climate – the monthly temperature is averaged over time.
The cyclone season runs from November to April in Tonga	Climate – the season you expect is based on long term observations
The radio presenter announced that a category 3 tropical cyclone is likely to hit the northern provinces of Vanuatu tomorrow morning	Weather – cyclone conditions at a specific time and place are short-term conditions.
My sister's house in Honiara might get flooded because it has been raining very heavily this week and more rain is forecast today	Weather – rainfall at a specific time and place is a short-term condition.
In the Southern Cook Islands, the average maximum temperature in January is hotter than the average maximum temperature in August	Climate – the maximum temperatures in January and August are averaged over time.

In Suva, the forecast for tomorrow morning is mostly fine, with a chance of showers	Weather – short-term conditions.
A tsunami alert has been issued in the Pacific at 10:00am today	This is a trick question – a tsunami is a geological hazard caused by an earthquake and therefore is not linked to weather or climate!
The average rainfall for March in Port Vila is 323mm	Climate – rainfall for March is averaged over time.
Usually La Niña events bring drier conditions to Tuvalu and El Niño brings wetter conditions	Climate – these are conditions that you can expect based on observations over long periods of time.
My father might not go fishing for tuna off Tarawa tomorrow because it is too windy	Weather – wind at a specific time and place is a short-term condition.
Droughts occur in Niue from time to time, causing water shortages and damage to agriculture	Climate – we can say this as droughts and their impacts have been observed many times over many years.

Drawn from the Pacific Adventure of the Climate Crab Toolkit. Developed by Red Cross and the Australian Government's Pacific-Australia Climate Change Science and Adaptation Planning (PACCSAP) Program.

Facilitation Guide:

Venn Diagram

Objectives:

- › To understand which institutions are most important to communities and those that could offer help in disaster reduction planning
- › To analyze engagement of different groups in local planning processes
- › To evaluate access to services and availability of social safety nets

Time needed:

This activity should take approximately 1 hour and 30 minutes including discussion: 1 hour for the diagram, and 30 minutes for the discussion.

How to facilitate:

There are a number of different ways to do the Venn Diagram. You can draw and write with a stick on a soft ground or you can work on paper. If you decide to use paper, people should first use a pencil in order to be able to make changes.

Another option is to cut circles of different sizes from coloured paper and let participants decide which size of circle represents the different institutions. If people find it difficult to understand this tool, it may be helpful to draw a simple example for them.

1. Ask the participants which organisations/institutions/groups are found in the village and which other ones from elsewhere are working with them. Encourage them to also think about informal groups and community-based organizations.
2. Write down all the institutions that are mentioned and give each organisation a symbol which everybody can understand.
3. Ask the participants to draw a big circle in the centre of the paper or on the ground that represents them.
4. Ask them to discuss for each organization how important it is for them. The most important ones are then drawn as a big circle and the less important ones as smaller circles. Ask the participants to compare the sizes of the circles and to adjust them so that the sizes of the circles represent the relative importance of the institution, organization or group.
5. Every organization/group should be marked with the name or symbol.
6. Ask them to discuss in which way they benefit from the different organizations, and how they could possibly help in their current planning process.
7. The note taker should transcribe the discussion, noting why the different organizations are considered important or less important.

8. Ask them to show the degree of contact/co-operation between themselves and those institutions by distance between the circles. Institutions which they do not have much contact with should be far away from their own big circle.

9. Institutions that are in close contact with the participants and with whom they co-operate most, should be inside their own circle.

Discussion Questions

When the diagram is complete, ask the group members the following questions:

1. Are any of the organizations shown only open to membership by men or women? Do any only offer services to men or women?
2. Are there any other groups that are excluded from membership or service for the organizations identified?
3. Do any of the organizations offer support in times of crisis?
4. How do you receive information from the different organizations?
5. How do you communicate information to the different organizations?

The note taker should carefully transcribe the key points of the discussion.

Acknowledgement to CARE Climate Vulnerability and Capacity Analysis Handbook 2009

Gumine Case Study: Reducing Future Disasters

In 2016 a frost and drought affected communities in ten Wards in Gumine, Simbu Province. The Government asked CARE to distribute food and water puritabs and water containers to the affected households – and to help with development assistance to make the affected communities less vulnerable. CARE delivered the emergency assistance to the 2000 households. The Government asked CARE to distribute food and water puritabs and water containers to the affected households – and to help with development assistance to make the affected communities less vulnerable. To identify what long term assistance was needed CARE had a meeting with the ten Ward Development Committees (and other key people). They discussed how to make the community less vulnerable if there was another drought and frost disaster.

The ideas that everyone agreed to implement were:

- › Testing of water sources so the community knew which water was safe to drink
- › Maintaining and repairing the water supply at schools and health centres (and installing tanks if there were already gutters in place but no tanks)
- › Helping the community to identify what local plants were more resilient to drought and frost – and then helping them collect and produce seeds and runners for everyone to share
- › Providing garden seeds purchased from town
- › Agriculture training on how to maintain soil fertility and improve water retention (the amount of water in the soil) and improve drainage after rain
- › Awareness on common water borne diseases and how to stay safe
- › Immunization of young children and women
- › Training for the Ward Development Committee (and other key people) on how to prepare for a disaster, how to respond to a disaster, and recover and reduce future disasters
- › Health and hygiene training

The ten Ward Development Committees and other key people worked with CARE to deliver the activities. One of the activities CARE delivered was health and hygiene training. The training ran for two days and included basic health and hygiene lessons and practices that could be done in the community to avoid getting sick. 32 local participants took part in the training (17 women and 15 men). Ward Development Committee members helped with the health and hygiene training in the following ways:

The Ward Development Committee in each of the ten Wards select two participants for the training (a man and a woman).

The Ward Development Committee from the Ward that hosted the training identified a suitable venue and worked with their community to get it ready. They made sure it was clean and safe and had good toilets.

The Ward Development Committee from the Ward that hosted the training arranged food and accommodation for the trainers. *Na ol i bin mekim kain kain wok long stretim wokabaut bilong ol long kam kamap na long stretim sindaun bilong ol long taim trenin i ron.*

The Ward Development Committee from the Ward that hosted the training arranged accommodation for the participants from the surrounding Wards – and they organized their Ward community to bring food for them.

At the end each participant in the training was asked to come up with an action plan for how to pass on the training to people in their Ward. The Ward Development Committee from each Ward agreed to help the participants from their Ward to implement their action plans. CARE also agreed to follow-up on how well the participants were putting into practice their actions plans.

Gumine case study: Evaluation of the Response

While the humanitarian disaster assistance was being delivered, CARE had regular meetings with the ten Ward Development Committees and other key people to monitor the activities. They discussed the following:

- › Is each activity was on track?
- › If not, why not?
- › What could be done about it?
- › Any other problems?

CARE and the ten Ward Development Committees then tried to put into practice the ideas or solutions that everyone agreed to. 6 months after the last development activities had finished, CARE returned to Gumine to work with the community to evaluate the humanitarian disaster assistance.

In each Ward they held an evaluation *kibung* which included the Ward Development Committee, other key people in the community, and people who are socially excluded – the most vulnerable people. Everyone discussed the following:

- › The good (and not so good) outcomes of the disaster assistance – *em karim wanem gutpela kaikai? Em karim wanem nogut kaikai?*
- › The impact of *wanem kaikai bin kamaut. Em i kamapim wanem kain senis?*
- › Lessons learned for the community. Lessons learned for the Ward Development Committee. Lessons learned for CARE
- › Did we achieve the nine principles of humanitarian disaster assistance?
- › Next steps. What are the next steps for CARE? What are the next steps for the Ward Development Committee? What are the next steps for *ol manmeri long wan?*

CARE also used a beneficiary feedback form to interview people who had received disaster assistance. The Ward Development Committee in each Ward helped organize the survey but they did not help to conduct the interviews – *nogut ol lain long ples poret long autim bel*. CARE had a final meeting with the ten Ward Development Committees to go over the results of the evaluation, and to get feedback on *wokbung namel long ol*.

- › Did they like the way CARE had worked with them to provide humanitarian disaster assistance.
- › What could be improved?

Na CARE tu givim sampela stia igo bek long ol to help them next time they receive and support humanitarian disaster assistance.

Finally, CARE gave each Ward Development Committee a certificate to show that *ol i bin mekim gut ol step na hap step bilong* support humanitarian disaster assistance.

Activity Planning Template

Action	Where	Who	When	With what	How much? From where?
e.g. Testing of water sources so the community knew which water was safe to drink	All 5 water sources on the community map	Students from the school with their teacher	As part of their end of year assessment (October)	Water testing kit	Community resources only
Need technical input from government agency					
e.g. Maintaining and repairing the water supply at schools and health centres (and installing tanks if there were already gutters in place but no tanks)					

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*

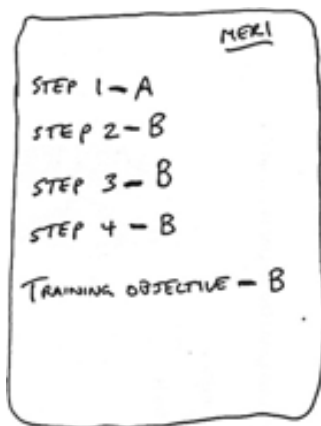
Write **C** if you are *NAMEL STRET*

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 partners 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 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

Get everyone to stand in a circle.

4. 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.

5. The person you whisper to then has to whisper the same thing to the next person in the circle
6. 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.

CARE International in PNG

PO Box 1157
Goroka, EHP
Papua New Guinea
info@care.org.au
+675 5322766

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care.org.au

