



Community Based Disaster Risk Reduction

HANDBOOK for local facilitator





TOGETHER, BECOMING RESILIENT!

Disaster preparedness project funded by the European Commission's Humanitarian Aid and civil protection Department and the French Red Cross.

Since 2010 of the Vanuatu Red Cross Society (VRCS), support by the French Red Cross, are implementing a DRR project called "Together Becoming Resilient" (TBR) in 4 provinces (Torba province in Vanuatu, Malaita, Guanalcana, Western province for Solomon Island). The main objective of this program is to increase capacities of vulnerable communities in order to limit the potential damage of the natural event.

The approach develop in this program is condense in this handbook to in order to be replicated in the whole territory by local actor (Red cross volunteer, staff, area secretary council, provincial officer of NDMO...)

The use of this hand book should be associated with a training of trainer in order for the facilitator to understand well each step of the Disaster Risk Reduction approach.

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The European Commission's Humanitarian Aid department (ECHO), funds relief operations for victims of natural disasters and conflicts outside the European Union. Aid is channeled impartially, straight to victims, regardless of their race, ethnic group, religion, gender, age, nationality or political affiliation.



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How to use this training guide

This Training Guide is purposely designed for the facilitators of the Community Based Disaster Risk Reduction (CBDRR) Training. It is design based on the experience of the Together, Becoming Resilience! (TBR) program the Disaster Risk Reduction (DRR) program implement in the Vanuatu Red Cross Society (VRCS).

The aim of this guide is to set up Community Disaster Committees (CDC) in vulnerable communities and train them in order to make the communities less vulnerable and better prepared to disasters.

The facilitator set contains:

- A poster step by step approach
- The DRR Hand book (with annex)
- Disaster plan
- Reporting tool
- A DVD (including presentation of the Workshop, reporting tools and IEC tools)

Note to the user

It is very important that the facilitators sit together before the training to go over this guide and to make sure that:

- They have a clear idea of the goal of this training.
- They understand each step.
- They know how to present each step.
- They think of how to adapt each step to fit with the participants.
- They have all the materials required for all the sessions.

Keys



: Objectives to reach for the training Step.



: Climate change



: Time Frame expected to complete the Step.



: Ensuring Diversity (Gender)



: Methods of Presentation to deliver the Step.



: Exercise, Game, Tools to be used during the trainings



: Materials (resources) Required for the Step.



: Import remark to be read






: Key Information to make this Step

COMMUNITY BASED DISASTER RISK REDUCTION

STEP BY STEP

STEP	ACTIVITY	STAKEHOLDERS	TOOLS BOX	DURATION Per community
1. Identifying communities	<ul style="list-style-type: none"> Discussion with authorities, stakeholders and chief Basic Awareness and community profile Select the communities (Vulnerable, exposed, remote and motivated...) 	Facilitator Area Secretary Council VRCS Volunteer / staff Participant Chief ☐	<ul style="list-style-type: none"> Community profile Community selection template Awareness poster 	1 day ☐ ☐ ☐ ☐
2. Red Cross awareness	<ul style="list-style-type: none"> Red Cross presentation Volunteers recruitment & registration 	Facilitator Area Secretary Council VRCS Volunteer / staff Participant Chief/Community	<ul style="list-style-type: none"> 7 principles Volunteer registration form 	1 days ☐ ☐ ☐ ☐
3. Empowerment of the communities	<ul style="list-style-type: none"> Engaging with the community Setup Community Disaster Committee Manage the Community expectation 	Facilitator Area Secretary Council VRCS Volunteer / staff Participant Chief/Community	<ul style="list-style-type: none"> CDC Roles and responsibility CDC Registration template Volunteer registration form 	2 days ☐ ☐ ☐ ☐
4. CDC capacity building	<ul style="list-style-type: none"> Disaster risk reduction terms Roles and responsibility of CDC First community assessment Project management (proposal, finance) First aid training 	Facilitator Area Secretary Council VRCS Volunteer / staff Participant CDC ☐	<ul style="list-style-type: none"> CDC roles and responsibility NMIO community first assessment template Cash box/Budget Proposal template FA Kit, material, handbook 	5 Days ☐ ☐ ☐ ☐ ☐

5. Community Vulnerability and Capacity Assessment	<ul style="list-style-type: none"> • Focal group discussion • Historical Profile • Seasonal Calendar • Transect walk • Risk Map 	<p>Facilitator Area Secretary Council VRCS Volunteer / staff</p> <p>Participant CDC / community</p>	<ul style="list-style-type: none"> • VCA Tools Fact sheet • VCA Report forms 	5 Days
6. Awareness campaign	<ul style="list-style-type: none"> • Awareness CDC training • Awareness in communities and schools 	<p>Facilitator Area Secretary Council VRCS Volunteer / staff</p> <p>Participant CDC/ Community</p>	<ul style="list-style-type: none"> • Poster • Games • Songs • Movie 	Awareness Every year 1 Days 
7. Community Action Plan (CAP)	<ul style="list-style-type: none"> • Summarize the VCA • Creation action plan • Monitoring • Review the CAP 	<p>Facilitator Area Secretary Council VRCS Volunteer / staff</p> <p>Participant CDC/ Community</p>	<ul style="list-style-type: none"> • CAP methodology • CAP Template • CAP methodology • Monitoring methodology • Monitoring Form 	CAP 2 Days Monitoring / Review Every year 1 days 
8. Community Response Plan (CRP)	<ul style="list-style-type: none"> • Man and Woman daily routine Tool • Developed CRP for identify hazard • Awareness to community on CRP • Simulation exercise 	<p>Facilitator Area Secretary Council VRCS Volunteer / staff</p> <p>Participant CDC / Community</p>	<ul style="list-style-type: none"> • VCA tools • CRP methodology • CRP template • SimEx scenario • SimEX Step by step • Evaluation template 	CRP 3 days Sim ex Every year 2 days 

COMMUNITY IS MORE RESILIENT

Before starting the basic notion of Disaster Risk Reduction

The actor of the disaster management in Vanuatu

National Disaster Committee (NDC) oversees the response and recovery for emergencies and disasters or potential disasters occurring in Vanuatu. It is composed of DG of several ministries, NDMO, VMGD, VRCS and other actors.

National Advisory Board (NAB) governs Disaster Risk Reduction and Climate Change within Vanuatu.

National Disaster Management Office (NDMO) is the national government department mandated with the authority to oversee the preparedness, response and recovery of both natural disasters and manmade disasters.

Vanuatu Meteo and Geohazard Department (VMGD) is the governmental agency that makes the survey and forecast of the natural hazard and give the first alert to NDMO.

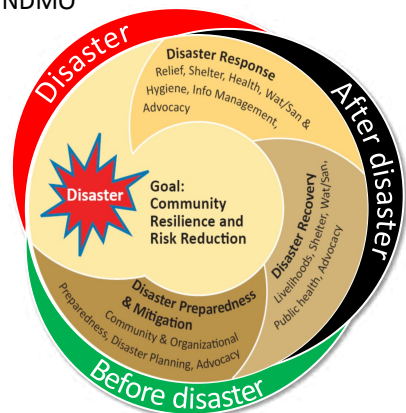
Provincial Disaster Committees (PDC) are the responsible of the Disaster management at provincial level. The SG of the province is the Chairman. The members are representatives from each provincial technical department and from the Non-Governmental Organization. They make the link between Area Council Secretary and NDMO

Area council Secretary (ACS) are representing the government at the island level. They make the link between the CDC and the PDC

Community Disaster Committees (CDC) are committees elected at the community level to take care of the preparedness, alert and relief inside their community. They are members of the national network of the NDMO

Disaster management cycle

For the definition refer to the "DRR Terminology" (Annex 1)



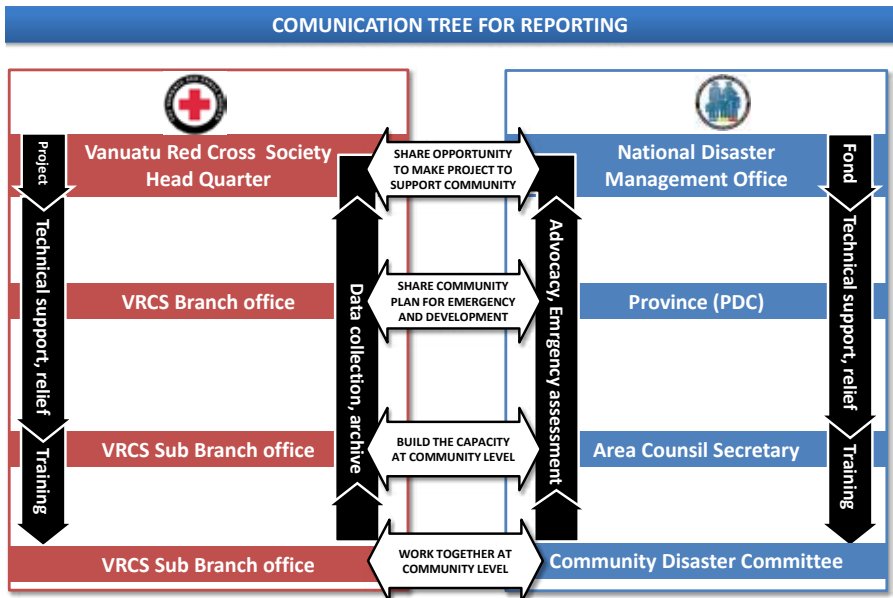
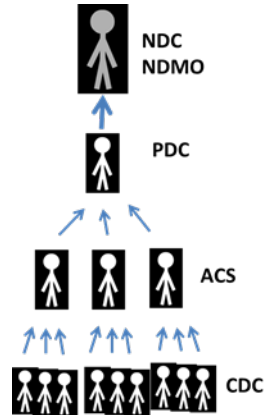
Reporting: Road of communication

All information collected on the field by the Red Cross volunteers or Staffs or by the Area Secretary Council has to be compiled in a disaster plan (including community profile, Vulnerability and capacity assessment tools, Community action plan, Community response plan...) and transmitted to the upper level as you see on the sketch below.

This information can be useful to advocate to the Province and National Disaster Management Office (NDMO) as well as to the Vanuatu Red Cross Society (VRCS) for a better support in terms of preparedness, mitigation, development and emergency.

 : Key Information

- Give a copy of the document to the key actors.
- Advocate to the VRCS Branch office or HQ and Authorities for better support.





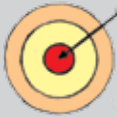


Step 1

Identifying communities

Activity 1: Pre-identify communities

Objectives:



Pre-identify vulnerable, exposed, remote communities with authorities (Area Council Secretary, Stakeholders)

Time Frame:



● One day briefing with authorities (Area Council Secretary, Province)

Methods of Presentation:



- Meet the Area council, secretary, Province, DRR Stakeholder... to have a overview of the zone
- Check the maps and reports (like disaster assessment report) Make a list of pre –identifying communities

Key Information:



- Pre identify at least 2 communities for 1 you want target
- Assess the accessibility of the community to services such as communication, education, health, they are indicators of vulnerability.

Materials Required:



- Maps of the area, last population censor

Activity 2: Community profile

Objectives:



Assess the community vulnerability in order to make the final selection

Time Frame:



- 2 hours per community

Methods of Presentation:



- Meet the chief of the pre- identified communities
- Present the DRR activity (Step by step poster)
- Fill the Community profile with the community
- Display the disaster preparedness posters in the community
- Observation walk in the community

Key Information



- Do not forget any details of the community profile document
- Try to understand the organization and motivation of the community
- Do not promise anything to the community!

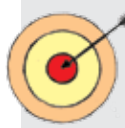
Materials Required



- Disaster plan - Community profile p.6
- Handbook box - Step by step poster

Activity 3: Final Selection of the communities

Objectives:



Select priority community to implement this project and sign the community selection template (below) with authorities (Area Council Secretary, Chief, Stakeholders)

Time Frame:



- One day debriefing with authorities (area council secretary, Province)

Methods of Presentation:



- Fill the selection template and give points according to the maximum score that you have defined for each category
- Make the final selection with authorities following the criteria of the selection template

Key Information



- You can modify the maximum scores in the selection template but it needs to be justified
- Authorities must validate the final selection

Materials Required



- Handbook box - Selection template

KAP survey

Before the beginning of the activities it could be good to assess the situation of a community with a survey (household questionnaire) in order to have statistics and to verify the impact of the project afterwards.

KAP means Knowledge, Attitude and Practice. These 3 aspects will be assessed with the questionnaire. (See DVD annex)

Practice

HOW TO FILL THE SELECTION FORM?

Island: _____ Evaluator: _____

CRITERIAS	No of houses	Accessibility	Geographical site	Historical events	Communitarian spirit	Existing programs	Security/Safety	Willingness	Representation of Red Cross	Organization of the community	Program activities	TOTAL	SELECTED (only 2 communities can be selected)
Community 1:	/10	/10	/10	/10	/6	/4	/6	/10	/4	/6	/10	/66	Yes <input type="checkbox"/> No <input type="checkbox"/>
Community 2:	/10	/10	/10	/10	/6	/4	/6	/10	/4	/6	/10	/66	Yes <input type="checkbox"/> No <input type="checkbox"/>
Community 3:	/10	/10	/10	/10	/6	/4	/6	/10	/4	/6	/10	/66	Yes <input type="checkbox"/> No <input type="checkbox"/>

Provincial Government validation:
 The Provincial Government approved these communities selected for implementing a Community Based Disaster Risk Reduction activity:

PG representative name: _____ PG signature: _____ Date: _____

See a proposition of criteria rate hereafter. Space for authorities' validation

PROPOSED CRITERIA

Number of issues (/10): i.e. absence of health services, absence of governmental support, water not drinkable, sanitation very poor, many diseases, level of education very low, absence of electricity, etc.

0: there is no issue in this community - 10: many issues can be identified according to the list above.

Accessibility (/10): Is it difficult to access this community (means of transport, road conditions, sea condition, accessible during bad weather, etc.)?

0: very easy to access- 10: very difficult to access.

Geographical site (/10): Is the community located in a place which is prone to natural hazards (close to the sea, close to a volcano, in a flooding area, etc.)?

0: Few hazards - 10: hazards could happen easily.

Historical events (/10): Was there a lot of natural disaster event in the past (floods, earthquake, tsunamis, etc.)?

0: there have never been any disasters - 10: there have been many disasters.

Communication means (/6): Is there many communication means in the community (mobile phone, land line, HF radio, FM/AM radio, etc.)?

0: Many means of communication - 6: No means of communication.

Existing programs (/4): Is there another organization working with the community? (Especially in DRR)

0: A DRR project is currently/already implemented - 4: There are no programs at all.

Security/Safety (/6): Is there a security risk for Red Cross staff/volunteers to go and work in this community (violent community, risky environment, etc.)?

0: Very dangerous - 6: No danger at all.

Willingness (/10): Do the leaders and the community members want to implement the activities and to dedicate time to do so?

0: they do not want DRR support - 10: they want DRR support and have time for it.

Representation of Red Cross (/4): Is there any Red Cross activities or RC volunteers in the community?

0: there is no RC committee or volunteer – 4: there is a RC committee or volunteer.

Organization of the community (/6): Is there any existing committees which could facilitate the implementation of the project (women committee, development committee, etc.)? Do they want to help the implementation of the activities?

0: No committee in the community - 6: there are many committees which will help to facilitate the activities.

Program constraints (/10): Would it be possible to implement the project within the time frame and with the budget allocated to the branch?

0: the time frame/budget will not allow implementing the activities in this community (too difficult to access, too expensive to go there) - 10: the time frame and the budget will allow the implementation of this project.



Step 2

Red Cross Awareness

Activity 1: Introduction to the Vanuatu Red Cross & 7 principles

Objectives:



- Fundamental Principles of Red Cross and Red Crescent.
- History of the Red Cross and Red Crescent movement and VRCS
- VRCS organization, mandate....

Time Frame:



- 30 minutes

Methods of Presentation:



- Present the Red Cross
- Display the Posters of the 7 principles or write down the principles on a flip chart
- Use either Flipcharts or VRCS Leaflets in Bislama.

Key Information



- The 7 fundamental principles are: Humanity, Independence, Neutrality, Impartiality, Voluntary service, Unity, Universality.
- Make sure to make a special focus on the work of the Red Cross in your province.

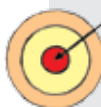
Materials Required



- Projector (if possible).
- Flipcharts / Marker

Activity 2: Volunteering for the Red Cross

Objectives:



- What is a Volunteer?
- What does the Red Cross expect from the Volunteers?
- What can the Volunteers expect from the Red Cross?
- Recruit and record Red Cross volunteers from the community

Time Frame:



- 1 hour

Methods of Presentation:



- Use Power Point presentations or Flip chart
- Explain the definition of volunteers
- Present the Code of conduct and 7 principles (HINIVUU)
- Introduce how to register as a RC Volunteer
- Present other RC activities where a Red Cross volunteer can be involved in

Key Information



- Request the required materials to the dissemination officer in advance.
- Use and display posters and pictures of different activities that volunteers in the NS are involved in.

Materials Required



- DVD – Red Cross - Volunteer Registration Form
- DVD – Red Cross – VRCS Volunteering (Presentation)

Practice

OL STAMBA TING TING BLONG RED CROSS MO RED CRESCENT MOVEMENT

HUMANITY

Intanational Red Cross mo Red Crescent movement, we I bon from wan tingting blong givim help we I no gad discrimination long olgeta we ol I kasem kil. Hemi faet long intanational mo national wok blong hem, blong stopem mo daonem wei we laef blong man I stap safa mo blong protektem health blong mekem sua se I gat respect blong olgeta man. Hemi I blong promotem understanding, friendship, koperesen we oli serem mo peace we I save last long metel blong every man.



IMPARTIALITY/FEA

Hem I nogat discrimination long saed blong nationality, res, bilif, long religion, klas o politikel tingting. Hem I wok strong blong stopem fasin we man I stap safa long hem nomo mo givim fesfala Janis long olgeta keis blong trabol we ol I nidim kwik help.



NEUTRALITY/FASIN BLONG NO TEKEM PART BLONG ANY SAED

Blong mekem se hem I gat strong tingting blong evri man oltaem, movement ia I no save tekempat long any faet, o joen long any taem long rao long saed blong politik, res, religion o idea.



INDEPENDENCE

Movement ia hem I Independent. Nomata we olgeta national societies oli stanap blong sapotem olgeta sevis blong gavman blong olgeta blong lukluk long laef blong olgeta man folem olgeta loa blong kaontri blong olgeta, ol I mas oltaem difendem freedom blong olgeta blong mekem se evri taem ol I gat Janis blong wok folem olgeta stamba tingting blong movement ya.



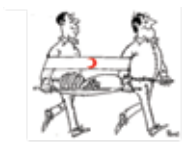
VOLUNTARY SERVICE

Movement ia hemi wan voluntary organisesen blong givim help we hemi no redy blong winim mani long saed blong olgeta wok blong hem.



UNITY

Long any kaontri I save gat wan Red Cross or Red Crescent Society nomo mo hem I mas open long evri man. Hem I mas mekem olgeta wok blong hem long saed blong laef blong man olbaot long kaontri blong hem.



UNIVERSALITY/WORK RAON LONG WOL

Blong mekem se hem I gat strong tingting blong evri man oltaem, movement ia I no save tekempat long any faet, o joen long any taem long rao long saed blong politik, res, religion o idea.



INTERNATIONAL RED CROSS AND RED CRESCENT MOVEMENT 3 COMPONENT



- International Committee of the Red Cross (ICRC), funded in 1863.



- International Federation of the Red Cross and Red Crescent Societies (IFRC), created in 1919. The IFRC represents all the National Societies.



- 189 National Red Cross and Red Crescent Societies worldwide.
- VRCS is one of the National societies

VANUATU RED CROSS SOCIETY (VRCS)

History of VRCS

- Vanuatu Red Cross Society (VRCS) was formed in 1982 by the Red Cross Act.
- VRCS is independent. This is not an NGO but an auxiliary of the public authorities.

Some Figures

- 25 Sub-Branches
- Over 600 Volunteers
- Over 20 000 beneficiaries

Activities

- Health (First aid)
- Water and sanitation
- Disaster management and risk reduction





Step 3

Empowerment Of the community

Activity 1: Engaging with community (MoU)

Objectives:



- Settle the agreement between the Red Cross and the community about how we will work together

Time Frame:



- 2 hours

Methods of Presentation:



- Organize a general meeting with the whole community together with the chief of the village and the Area Council Secretary (ACS)
- Display the Awareness Posters
- Explain why Red Cross come to work with the community
- Explain responsibility of Red Cross (province technical support, trainings...)
- Explain responsibility of the community (commitment, participation...)
- Sign MoU (if relevant)

Key Information



- Agreement between the Red Cross and the community about how we will work together
- Involve the Area council secretary
- Roles and responsibilities of the CDC.

Materials Required



- Disaster plan - CDC Registration, p.5
- Disaster plan - CDC's Roles and responsibility, p.4

Activity 2: Set up Community Disaster Committee

Objectives:



- Explain to the Community the CDC's Roles and responsibility
- Elect the CDC members
- Record the CDC members from the community

Time Frame:



- Half day

Methods of Presentation:



- Organize a general meeting with the whole community together with the chief of the village and the Area Council Secretary (ACS) (Generally after the commitment of the community)
- Display awareness Posters
- Explain the CDC's roles and responsibility to the Community
- Elect the CDC members (refer you to the custom and chiefs)
- CDC registration is signed by the facilitator, the ACS, members of the community

Key Information



- Do not forget to explain the criteria of selection of the CDC members
- If a CDC members wants to leave he have to train a vice
- Involve the Area Secretary Council

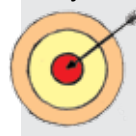
Materials Required



- Disaster plan - CDC Registration, p.5
- Disaster plan - CDC's Roles and responsibility, p.

Activity 3: Manage community expectation

Objectives:



- Limit the community expectation regarding the intervention of Red Cross
- To promote the community participation

Time Frame:



- 2 hours

Methods of Presentation:



- Make the game box
- Explain the position of the Red Cross and what kind of help you can give
- Group discussion where people list on a flipchart what will be the responsibility of the red cross and the community during the DRR activities
- Presentation of the group discussion outcomes and discussion of what should be done when they go back to the communities to implement the DRR activities

Key Information



- Be clear on how the Red Cross can support the community before starting the activities.
- Every community is different and will not react the same way.
- The experience from the participants will be the best way to learn from this session.

Materials Required



- Flipcharts / Maker
- Material for Box game

What is in the box? (see next page)



Who is who? (Community, Red Cross, Donor) and Why?

Practice



GAME: WHAT'S IN THE BOX?

AIM OF THE GAME

The aim of the game is to highlight the importance of community participation

This game shows that the community knows best its problems, its vulnerability and its capacity.

- This game is an excellent way to break the ice (make friend) with the community.

MATERIALS REQUIRED

- A box and some small items that you will hide in the box (pen, small rock, other)
- 3 volunteers

HOW TO DO IT?

- 1 In this exercise, you will put some small items in a box** (for example a pen, a piece of paper, a tree-leave) and then you will ask to 3 persons within the community to participate to the game.
 - The first person can only shake the box and will have to guess what is inside from the sound: Ask the person what its guess is.
 - The second person can put its hand inside the box to touch the objects, but the person cannot look at what is inside the box. By touching the object, the person will try to guess what is inside: Ask the person what its guess is.
 - The third person can actually look inside the box to say what he / she sees.
- 2 Then in a second part of the game the community members have to guess**
 - Who is playing the role of the donor agency – Answer: The one who just heard the sound.
 - Who is playing the role of a red cross officer– Answer: The one who just touched the object.
 - Who is playing the role of a community member – Answer: The one who can see and touch the object.

Ask them to discuss and explain their choice

- 3 The conclusion should be that**
 - All 3 persons want to know what is inside the box to know what the community's problems, vulnerabilities and capacities are.
 - However, only the person who can see inside the box and who plays the role of the community can really know what these problems, vulnerabilities and capacities are.
 - Community participation is important for the Red Cross to better understand people in order to better help them .



Step 4

**Community Disaster
Committee (CDC)
capacity building**

Activity 1: Disaster Risk Reduction terms

Objectives:



- To ensure that participants understand basic terms and can identify major threats within communities.

Time Frame:



- 1 hour

Methods of Presentation:



- Use the NDMO list of vocabulary.
- Draw a circle where a disaster happens and make the participants place the DRR terms on the circle (like it is on the disaster cycle).
- Use Flipcharts.

Key Information



- The risk formula is:

Risk of Disaster = Vulnerability X Hazard

Materials Required

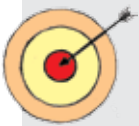


- Flipcharts / marker
- Annex 1 - DRR terminology, p.59



Activity 2: Roles and responsibilities

Objectives:



- Explain to the CDC's Roles and responsibilities
- Train the CDC to the first community assessment.

Time Frame:



- 2 hours

Methods of Presentation:



- Go through the CDC's Roles and responsibilities
- Give examples to illustrate the roles and responsibilities
- Go through the First assessment form
- Make an exercise on First assessment form using the "Damaj Card"

Key Information



- Agreement between the Red Cross and the community about how we will work together
- Involve the Area Council Secretary
- Roles and responsibilities of the CDC and NDMO

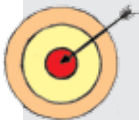
Materials Required



- Flipcharts / Maker
- **Disaster plan** - CDC's Roles and responsibility p.4
- **Disaster plan** - First community assessment p.35
- DVD – *Simulation exercise* - Damage card

Activity 3: First aid training

Objectives:



- Learn to CDC how to make first aid movement to save life.

Time Frame:



- 2 days

Methods of Presentation:



- Go First Aid & First Aims
- Primary Assessment
- Resuscitation adult/child/infant Assessment
- CPR (Adult, Child, Infants)
- Choking Near Drowning
- Bleeding
- Evaluation
- Scenario

Key Information



- The trainer have to be First aid instructor
- Request the help of First aid instructor volunteer from the VRCS to make the training

Materials Required



- FA leaflet
- FA kit box

Activity 4: Basic project management

Objectives:



- To teach to CDC how to manage a fund
- To teach the CDC how to make a budget
- To teach the CDC how to make a project proposal

Time Frame:



- 4 hours

Methods of Presentation:



- Present the cash box and go through the exercise (see next page)
- Present the budget and go through the exercise (see next page)
- Present different kinds of projects (example listed below) to give concrete illustrations
- In small group ask them to list their needs on a flip chart
- Every group fill a budget
- In small group ask them to list their capacities of fundraising on a flip chart
- Explain the scope of the Micro project (limits, roles)
- Choose the best project and fill the form

Key Information



- Make sure that the community has the capacity to carry out the project
- Make sure that there is a technical expertise for the project (request help from HQ or province)
- Involve the authorities in the project writing (support letter)

Materials Required



- Cash box template
- Budget template
- Project application form (to be requested to the area council secretary, province, or donors)



Practice

HELP TO DESIGN A COMMUNITY PROJECT

Refer to the STEP 7 - Community Action Plan (p47 -48) to **identify and prioritize the need**

- (i) Based on the Action plan select a community Project to work on
- (ii) Make sure that the community have the capacity (Knowledge, fund...) to carry out the work
- (iii) **List down the tools and materials** that they will need for the project (Be precise in the description)
 - Size (inch for Nail, size of wire, kg for cement bag, Liter for tanks...)
 - Length (Timber, fittings...)
 - Type and number of tools (which kind of Saw or hammer...)
 - Type and number of tools
- (iv) Fill the budget with the material and tool
- (v) Plan incomes (fundraising),
- (vi) Write a proposal to Local donor.



ATTENTION: Many project request technical expertise! Ask provincial department to get support in the technical assessment before make your budget.

Technical skills will be needed as well for the implementation of the project. Make sure that the resources are available in the community before starting the project writing. Refer to resources as the **Basic construction hand book**



CASH BOOK						
Name of the CDC		Name of CDC responsible of the money box				
DATE	Description	In come - CASH IN	Outcome - CASH OUT	Balance	Name of the person in charge	Signature
Put the date of the day that you put or take some money, One line by date.	Discribe how do get the money in the box or why do you take out some money from the box	Put the amount of money that put in the box	Put the amount of money that you take from the box	Rest of money in the box	Person who feel the ligne and put the money in the box	

BUDGET				
Description	Quantity	Unit	Unit price/cost	Total cost
Describe the items: Length, size, nature, diametre, mark... Be precise	How many of each items do you need.	What is the unit of the the items that you request: Kilograms, piece, bag, meter	Put the price of one unit (Piece, Kg, Meter...)	Multiply the quantity by the unit price
				Add all the total cost . This is the amount of your budget.
				TOTAL

1. Identifying communities

2. Red Cross awareness

3. Empowerment of the communities

4. CDC capacity building

5. Community VCA

6. Campaign awareness

7. Community Action Plan (CAP)

8. Community Response Plan (CRP)

EXERCISE - CASH BOOK

- You are applying for funding with the Chinese Embassy to purchase a boat in order to reach the health facilities after a disaster.
- The Embassy will fund the boat but you need to raise funds and collect individual's donations to be able to pay for the fuel, which cannot be included in the request to the Chinese Embassy.
- That is the reason why you are planning to sell food and Kava to the community.
- The first day of the market, you are able to sell food and Kava for a total amount of 1 000 VUV => enter this income in your cash book
- The second day, before the market, you first need to buy some rice in order to raise funds with the cooking for an amount of 250 VUV => enter this expense in your cash book. You need also to calculate the balance.
- At the end of the second day, you raised 1 200 VUV => enter this in your cash book and calculate the total balance in order to know how much do you have for the fuel

CASH BOOK - correction						
Name of the CDC Treasurer					John pattson	
DATE	Description	Income - CASH IN	Outcome - CASH OUT	Balance	Name of the person in charge	Signature
25/12/13	Fundraising – market selling food & Kava	1 000,00		1 000,00	John Pattison	JP
26/12/13	Rice for the fundraising		250,00	750,00	Celina Pattison	CP
26/12/13	Fundraising – market selling food & Kava	1 200,00		1 950,00	John Pattison	JP

EXERCISE - CASH BOOK

- You need to build a local cyclone shelter. For the moment you do not have the funds and plan to request funds from the Australian High Commission.
- In order to know which amount you need to apply for, you have to build a budget.
- In the budget template you should write all items you need, the quantity and the amount. You should also think about the equipment you will need inside the infrastructure
- Finally, you have to add all the costs to have an idea of the total amount you should ask in the proposal.

BUDGET - correction				
Description	Quantity	Unit	Unit price	Total Cost
Cyclone strap 25m roll	1	Roll	5 000	5 000
Nail 2 inch	5	KG	500	2 500
Nail 3 inch	5	KG	500	2 500
Nail 5 inch	5	KG	500	2 500
Hammer	1	Piece	2 000	2 000
Oil for chain saw	4	Liter	1 000	4 000
fuel for chain saw	10	Liter	300	3 000
TOTAL BUDGET - VUV				21 500



Step 5

Vulnerability & Capacity Assessment (VCA)

Activity 1: Introduction to VCA

Objectives:



- To provide an overview of VCA
- To explain what is VCA and which tools will be used

Time Frame:



- 45 minutes

Methods of Presentation:



- Start with the game of Vulnerability (See next page)
- List down all activities that you will implement on a flipcharts and explain their goal

Key Information



- Explain VCA to the participants in a simple definition and give example
- VCA is simple and easy to use and a key activity of a DRR project

Materials Required



- Flipcharts
- Marker

Practice

VCA is a method of investigation based on participatory tools to:

- Identify the risks in and around the community
- To understand the vulnerability of people to hazards and shocks
- To analyse their capacities to cope with and recover from disasters

In its basic form, **VCA enables people to be prepared for hazards and prevent them from turning into disasters.**

The VCA process helps communities to:

- Have **BETTER PREDICTION OF RISKS** and hazards
- Remind the **COMMUNITY CAPACITY TO MANAGE THE RISK** risks and hazards
- Make **ACTION PLAN TO REDUCE THE RISK** with the agreement of local authorities



ATTENTION: It is your role to ensure that the power to decide is in the hand of the community, while Red Cross is only facilitating the process.

THE VCA TOOLS

- **FOCUS GROUP:** *Raise questions and collect information from the community*
- **SEASONAL CALENDAR:** *Find weak season*
- **TRANSECT WALK:** *Identify capacity and vulnerability on the field*
- **MAPPING:** *Show dangers and safe place (Risk map, capacity map, evacuation map)*

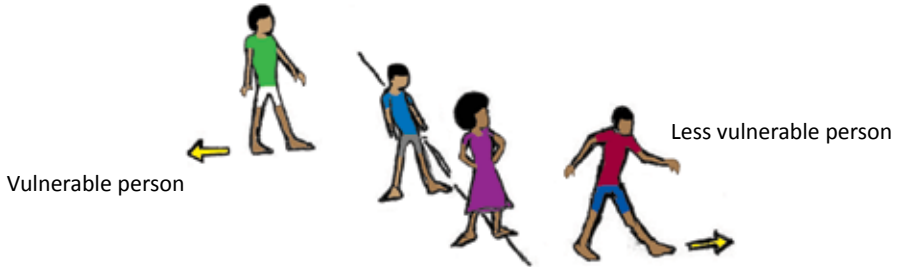
Practice



GAME: VULNERABILITY and CAPACITY EXERCISE

Aim: The aim of the exercise is to help participants understanding how different aspects of people's identity and socio-economic circumstances can contribute to their vulnerability or capacity to cope with a disaster. The identity descriptions highlight certain features such as age, sex, employment, material status etc. to this purpose.

Instructions: Hand out one identity description to each participant and ask them not to share it with anyone. Ask all participants to form a straight-line standing side by side and ensure that there is enough space for each participant to take approximately ten steps either backwards or forwards. Tell all the participants to imagine that they are all living in the same area or village, which has recently been struck by a category 4 cyclone. Then ask participants to follow your instructions referring to their identity description as you read out the following:



If you are a man take one step forward	If you are under the age of 15 take a step backwards
If you are a community leader take one step forward	If you are a woman take one step backwards
If you live with owns land take one step forward	If you don't live in your ground take one step backward
If you live in a strong house take one step forward	If you live in a remote area take one step backward
If you go to school, take one step forward	If you don't plant wild Yam take one step backward
If you are employed take one step forward	If you or someone who is dependent upon you has a disability, take one step backward
If you have good access to ship take one step forward	If you are over the age of 65 take one step backward
If you live in a place where there is phone network take one step forward	If you live in a flooding area take two steps backward

When you have finished reading this out, ask all the participants to look at the gaps between them and their neighbours and to think about the characteristics that contributed to the place where they are standing. Then bring the group back together and open adiscussion about what they learnt from the exercise.

Activity 2: Community assessment by focus group discussion

Objectives:



- Get information on disaster from the community
- Create awareness by exchange in the community
- Identify the main threats and resources in the community with a multi-sectorial questionnaire

Time Frame:



- 45 minutes

Methods of Presentation:



- Explain how to do a focus group discussion
- Make groups (separate the men and the women, youth, include elderly and people with disability...)
- Conduct a focus group discussion following the questionnaire on different thematic (livelihoods, health, water, shelter issues...)
- Write the key information on a flip chart
- Every group presents the main key findings of the discussion in plenary

Key Information



- Make sure that all the community is represented (men and the women, youth, include elderly and people with disability)
- Let the people speak even they do not follow the questionnaire.
- The role of a facilitator is to stimulate and support the discussion, mediate the conflicts and share speaking time
- Try to get information on past disasters, the consequences of the disaster, and on traditional knowledge to manage the disaster.
- Respect opinions and comments

Materials Required



- Flipcharts / Marker
- DVD – VCA - Focus Group Discussion on Health, Livelihoods Guidance, Climate change issue

Climate change



Melanesian people are almost all farmers and know well about the season pattern. Focus group discussions are a good opportunity to notice potential change on the environment and adaptation or not of the local crops. Meteorological disaster is a good indicator of change. Old people will be a good source of information.

Ensuring Diversity (Gender)



- Ideally try to get a female facilitator for the women's group and a male for the men's group
- Try to form a diverse group in your focus groups including women, men, children, youth, elders, etc. in order to have different perspectives;
- Make small groups in order to make them feel comfortable to voice their thoughts on their environment.
- Be careful of the tradition hierarchy when you make the groups

Practice



HOW TO DO IT?

(i) Determine the purpose of the focus group

- Decide on the specific focus
- Set clear objectives by selecting the most appropriate questions to lead the discussion

(ii) Decide who to include

- If it is a general focus group: try to include the whole community keeping in mind issues such as diversity
- Think to include community leaders and resource people (i.e. mothers, nurses, doctors, midwives etc.)

(iii) Determine the questions you will ask

- Here is an example of some questions if you are focussing on climate change in a group
- Are there much damage in the community because of natural disaster?
- Which kind of damage is it?
- Are there any traditional or local ways to cope with the disaster?
- How long it take to come back at the normal situation after a disaster?
- Who is in charge to manage the disaster in the community?
- Are there any supports from government?
- Have they witnessed any changes in the environment over the years?

WHAT SHOULD WE DO WITH THE INFORMATION?

The facilitator should take minutes during the discussions. These notes could be used to:

- Be distributed to the community
- Be posted somewhere for people to have access to.
- Be fed into the planning process to inform the use of the next tools
- Help shape the community action plans.

TOOL REPORT

1. Were there any issues, which were more of a priority than others?
2. Was there a good representation of the community at these discussions?
3. How many people on average attended these discussions?
4. Were there any disagreements over the priority of any issues?
5. Did the participants point to any changes in people moving away from the community? If so can you outline the different reasons?

Activity 3: Historical Profile

Objectives:



- To keep the memories of past disasters and main events in the community
- Find the main disaster patterns

Time Frame:



- 2 hours

Methods of Presentation:



- Explain how to fill the historical profile
- Draw on flip chart and fill historical profile in small groups
- Each group presents and discusses together their historical profile.
- Combine the different events on one historical profile (flip chart)
- Report on your disaster plan

Key Information



- Memories of the past disasters (i.e. no. of people affected, impacts of the past disasters etc.).
- We can learn a lot from past events but we have to prepare for more uncertain events in future.
- Provide some ideas on the links between the events (i.e. diseases after a big cyclone...)

Materials Required

- Flipcharts
- Marker
- Disaster plan-Historical profile P.12



Climate change



When the historical profile is completed you should spend some time with the community to reflect on the major extreme events that happened:

- Look if the weather and climate related events such as flood, drought, and cyclones changed in number or severity?
- If yes, note down the characteristics of these changes described by the community (frequency, increasing temperatures, number of victims, sick...). Then, date the changes by placing them in the historical map.

Ensuring Diversity (Gender)



- Divide people into separate groups (men, women, elderly, youth, and children) so they can feel comfortable to voice their thoughts on their environment without fear of judgement.
- The elders of the community have a special place with this tool as their memories are longer than the others'. It is important that the participants and volunteers are aware of this so their knowledge can be utilized as much as possible.

Practice



WHAT DO WE LOOK FOR?

The historical calendar should include:

- Past disasters
- Settlement (house, church...)
- Conflict
- Diseases shortage of food
- Infrastructure (Road, airport, network)
- Drought
- Access to services (Aid post, school, store...)

Below an example

DATE	MAIN EVENTS HAPPEN IN THE COMMUNITY
1932	First settlement of the village
1947	First school in the village
1949	Big cyclone, big damage to the house and garden, shortage of food and water
1950	Pandemic disease
1960	Drought
1972	Cyclone Wendy, big damage to the house and garden, shortage of food and water
1980	Independence of Vanuatu
1981	Small cyclone, shortage of food
.....

TOOL REPORT

Please provide information on the following areas where possible including a wide range of issues: health, shelter, water and sanitation, food security and disasters information:

1. What are the main types of disaster, which have occurred in the calendar? (weather, health etc)
2. Describe any patterns in disasters.
3. What is the community's attitude towards disasters? Do they have an understanding of preparedness and risk reduction?
4. Describe if the community have noticed any changes in the occurrence of disasters? (Health, weather related etc).

Activity 4: Seasonal Calendar

Objectives:



- To find the period of vulnerability in the community
- To find the period of resources in the community

Time Frame:



- 2 hour

Methods of Presentation:



- Explain how to fill the seasonal calendar
- Draw on flip chart and fill seasonal calendar in small groups
- Each group presents and discusses together their seasonal calendar.
- Combine the different elements on one seasonal calendar (flip chart)
- Highlight good and vulnerable periods
- Report on your disaster plan

Key Information



- Use different mark for past/ present – man/woman – planting time/ harvesting time
- Make discussion one how to reduce the gap between good and vulnerable periods

Materials Required

- Flipcharts
- Marker
- Disaster plan- Seasonal calendar, p.14



Climate change



- You can use the seasonal calendar to identify changes in the climate and cropping patterns.
- Ask elders if they have noted changes related to weather (cyclone season, crops planting, harvest...)
- Indicate with different colours the old patterns and the new one.

HAZARDS		J	F	M	A	M	J	J	A	S	O	N	D
Cyclone	Now	X	X								X	X	X
	Before	X	X	X	X							X	X
Drought	Now							X	X	X			
	Before						X	X	X				

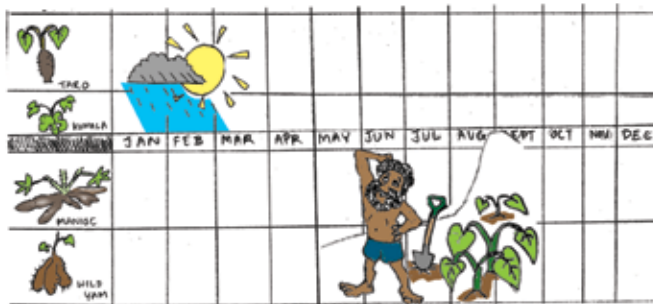
Ensuring Diversity (Gender)



- Make separated calendar with men and women and then combine it.
- Include community leaders who have deep knowledge (subsistence farmers, and health workers.)
- For the combine version you can add responsibilities by gender of the elements that you are describing:

Incomes		J	F	M	A	M	J	J	A	S	O	N	D
Sell fish	Woman	X	X	X							X	X	X
	Man	X	X									X	X
Sell kava	Woman							X	X				
	Man	X	X	X	X	X	X	X	X	X	X	X	X

Practice



WHAT DO WE LOOK FOR?

- Vulnerable period: when the different hazards occur, low incomes, and shortage of food/water, diseases...
- Good period: When there are no disaster, high incomes, harvesting time...

HOW TO DO IT?

- Reproduce the calendar on a flip chart (you can add topics if it is necessary)
- Fill the seasonal calendar
- Highlight the (i) **Good period in green** (ii) **Vulnerable period in red**
- To link certain issues like the weather or food availability with health issues
- To identify appropriate ways to better prepare and respond.

HOW TO DO IT?

Please provide information on the following areas where possible including a wide range of issues: health, WATSAN, food security and disaster information:

1. Describe the different types of seasonal calendars used by the community.
2. Describe any key seasons in which the community is particularly vulnerable i.e. dry season.
3. Describe the key seasons dependant on livelihoods e.g. fishing, crops, fruits etc.
4. Describe if the community have noticed any changes in any these patterns?

SEASONABILITY	J	F	M	A	M	J	J	A	S	O	N	D
Hot season	X	X	X	X								
Cold season					X	X	X	X	X			
Immigration											X	X
Migration	X	X										
...												
INCOMES	J	F	M	A	M	J	J	A	S	O	N	D
Fish selling			X	X	X	X	X					
Food Selling	X		X	X	X						X	X
...												
EXPENSE	J	F	M	A	M	J	J	A	S	O	N	D
School fee		X			X			X				X
Kava	X	X	X	X	X	X	X	X	X	X	X	X
...												
HEALTH	J	F	M	A	M	J	J	A	S	O	N	D
Flu-cough-cold	X	X				X	X				X	X
Stomach illness						X	X	X				
Malaria	X	X	X	X							X	X
Diarrhea	X	X	X	X							X	X
LIVELIHOOD	J	F	M	A	M	J	J	A	S	O	N	D
Shortage of food	X	X				X	X	X				
Shortage of water								X	X			
...												
HAZARDS	J	F	M	A	M	J	J	A	S	O	N	D
Cyclone	X	X	X	X							X	X
Flood	X	X	X	X							X	X
Drought						X	X	X	X			
Fire						X	X	X				
...												

Good period

Vulnerable period

1. Identifying communities

2. Red Cross awareness

3. Empowerment of the communities

4. CDC capacity building

5. Community VCA

6. Awareness campaign

7. Community Action Plan (CAP)

8. Community Response Plan (CRP)

Activity 5: Transect Walk

Objectives:



- To identify the mark of the disaster in the community landscape
- To identify vulnerability of the community
- To identify capacity/resources of the community

Time Frame:



- 2 hours

Methods of Presentation:



- Based on the issues identified in the historical calendar plan a walk with the all the community members
- Draw a transect walk table on flip chart (see example next page)
- Walk in the different parts of the community
- Stop at each point of interest to ask question relative to the table and take pictures
- After the walk fill the table by writing and drawing (see example next page)
- Report on your disaster plan

Key Information



- Ask old people about the story of places that have been changed (coastal area, river, houses...)
- Identify the capacity of the community (Health center, school, Water tank...)
- Identify hazards (flooding zone, coastal erosion, landslide area...)
- Identify vulnerabilities (weak house, house close to river...)

Materials Required

- Flipcharts / Marker
- Paper to note down observations
- A camera if one is available
- Disaster plan -Transect walk, p.8



Climate change

Try to observe in the landscape the possible impact of the climate change:



- Coastal erosion - coast tree up-root, decrease of the sandy beach...
- Saltwater intrusion in the grown and in the coastal wells, cause by sea level raise.
- Change of the rainfalls causing possible
 - increase of floods (damage on house / garden, river banks erosion)
 - increase of the drought (damage on garden / Lack of water)



ATTENTION: Same changes are often due to different cause out of Climate change. i.e sand-mining is a human impact on the coastal erosion. It is important to recognize natural change and human impact.

Ensuring Diversity (Gender)

Man and woman may see difference detail in the transect walk,



- Separate them in different groups for them to feel confident to share their points of view (ideally facilitated the activity this a facilitator male and a female)
- Elderly will be great resources to identify disaster prone area as they saw many events




Practice



WHAT DO WE LOOK FOR?

Here is a list of areas or things to look at while walking through the community:

- Hazards and Risks zoning (cyclones, floods, tsunami, land slide area...)
- Conditions which increase vulnerability (poverty, no sanitation, jobs, subsistence livelihoods ...)
- Capacities (health clinics, telecommunications, wells)
- Natural Environment (rivers, steep hills, trees, houses)
- Changes in the environment over the years (could be due to climate change, natural or human)
- To see if any projects are being implemented in the community and what are their effect

	AREA A	AREA B	AREA C
Location	 Hill	 Plantation	 Next to river
Livelihoods	Bush (hunting place...)	Garden: Taro, banana...	Village
Hazards and Risks	Land slide	Wind of cyclone	flood
Cause of increase of the vulnerability	Man are cutting trees	Clearance of the bush	House close to the river
Capacities	Big tree hold the ground	The people plant some tree	Raise houses
Natural Environment	bush	garden	Village
Changes over the years	More rain	Before the garden was bigger	Village grow

TOOL REPORT

List information on the following areas that can: health, WASTSAN, food security and disasters:

1. List some of the biggest issues, which came up in the walk.
2. List some of the capacities/resources that the community have access to? (inside or outside)
3. Describe the damage, which usual occurs following a disaster.
4. List any key sites which seem to contribute to health issues.
5. What changes did the community point to? i.e. changes in crop patterns, new diseases, water...
6. List the element that you can put in a map.

Activity 6: Mapping

Objectives:



- Summarize the information
- Make it visual
- To show potential issues (an area isolated by a river...)

Time Frame:



- 5 hours

Methods of Presentation:



- Draw the map on a flip chart (find a local artist)
- Use the four colours of the maker (Red, Black, Blue and green)
- Make a frame to the map and for the key of the map
- Draw the key of the map
- Indicate the NORTH by drawing an arrow oriented to the top in a corner of the flip chart
- Draw the map following the Key (see next page), you can had some more information
- Put the name of the areas
- Stimulate discussion about resources and risks, evacuation and early warning system

Key Information



- Everyone should participate in them drawing
- Base on the Transect walk
- Help people having a visual comparison of information
- Find out about resources that exist
- Understand the issues the community is facing
- Mapping can raise land conflicts or disagreement on the future development of the village.

Materials Required



- Flipcharts / Four color Marker
- Disaster plan - Risk map, p.10

Climate change

Mapping is a good opportunity to draw the change in the community. The changes are not always related to the climate but can be only human impact on the environment (sand mining, deforestation of coastal area...)



You can draw:

- The evolution of coastal erosion
- The location of the old garden
- The location of the village relocated

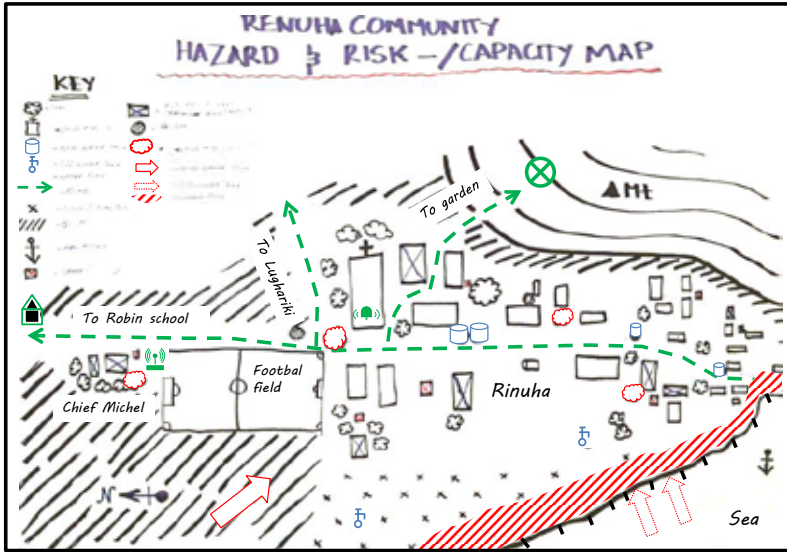
Ensuring Diversity (Gender)

Man and woman may see difference view of the space it will be useful for the mapping



- Speak separately with the different groups of the community
- Try to get information on their activities and according to their group (Men, Women, elderly, Youth...)

Practice



KEY OF THE MAP

INFRASTRUCTURE			RISK AND DANGER IN THE COMMUNITY		
Building	Transport	Natural resources	Hazard	Early warning system	Evacuation plan
■ Strong house	↓ Anchorage	▬ Garden	⬅️ Coastal erosion	📡 Telecom antenna	⬭ Evacuation area
⊠ Weak house	✈️ Airport	⊗ Coconut plantation	⬅️ Cyclonic wind	📻 HF radio	➡️ Evacuation road
▲ Community Building	⋯ Foot path	⊗ Dark Bush	⬅️ Ash fall/acid rain	📻 Ring Bell	⊗ Tsunami meeting point
⊕ Church house	🛣️ Road for track	🐟 See food stock	🌊 Direction of swell	🏠 Evacuation plan	🏠 Cyclone Shelter
🏥 Health center	🚰 Water tank	🌊 Reef coast line	🌊 Dry creek	🌊 River	
🏠 Aid post	🕒 Well	🌊 Sand beach	🌊 Flooding zone, tsunami run-up	🌊 Flooding zone, tsunami run-up	
🎓 School	🚰 Hand pump	🌊 Hill	🌊 Land slide area	🌊 Land slide area	
🏠 Private busyness	🚰 Tap		🌊 Dangerous tree	🌊 Dangerous tree	
	🚰 West pit		🚧 Road for track	🚧 Road for track	
			⚡ Power	⚡ Power	

TOOL REPORT

Try to collect the following information from the map:

1. What are the biggest hazards identified by the community (including human activities, i.e. traffic)
2. List some of the various services available in the community (i.e. health clinic).
3. What communication is available to receive early warnings?
4. Describe the different access routes there are for the community to evacuate or to reach them.
5. Are there any changes in the risk of disaster because of the community development (more house in hazard zone, environmental degradation...)

1. Identifying communities

2. Red Cross awareness

3. Empowerment of the communities

4. CDC capacity building

5. Community VCA

6. Awareness campaign

7. Community Action Plan (CAP)

8. Community Response Plan (CRP)



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Step 6

Disaster Awareness

Activity 1: Disaster Awareness CDC Training

Objectives:



- Teach CDC how to make basic awareness in their communities

Time Frame:



- 5 hours

Methods of Presentation:



- Present the different awareness tools to the CDCs (Memory mark, songs, poster, 123 disata...)
- Go through the Disaster awareness posters with the CDC
- Each CDC presents a Poster
- The CDC makes awareness in the community

Key Information



- Try to give advices to CDC on the way to present the awareness
- Some tools are specific for some public (children, women...)

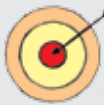
Materials Required



- Flipcharts / Marker
- Annex XX Awareness tools

Activity 2: Disaster Awareness in community and school

Objectives:



- To improve knowledge on the different types of hazards
- To raise knowledge on behaviours before, during and after the disaster

Time Frame:



- 4 hours

Methods of Presentation:



- Play the disaster song to attract the community members
- Present one by one the posters on the different hazards (Cyclone, Flood, Landslide, Volcano, earthquake, tsunami, Coastal erosion)
- Ask feedback from the Public (community members, Women, Children)
- Invite children to play to the Riskland Game and hang some “memori mak” to show the limit of the coastal surge tsunami or flood
- Show the Movie on disaster preparedness

Key Information



- Find the best place to do the awareness (school, church, community hall...)
- You can make different groups (women, men, children...)
- Adapt the presentation and the tools according to the public
- Poster should be visible in the community

Materials Required



- Flipcharts / Marker
- DVD - Awareness tools - Poster, Video, Games, Disaster Songs

Practice



TOOLS: "MEMORI MAK BLONG DISASTA"

A memory mark shows the place where a disaster has happened (Flood, storm surge, tsunami...). The mark should stimulate the memory of the event to the community members.

TOOL REPORT

- Look after the elderly in order to get information on past damages that have occurred during a disaster.
- Look after a good drawer in the community to paint the memory mark
- Make a discussion to find out with the community, which place has been most affected by a disaster (flood, storm surge, tsunami...).
- Paint the information of disaster, (i) Date of disaster, (ii) Height of the flooding, (iii) Name of cyclone on a piece of wood (i.e. plywood).
- Add a sentence to explain that the water has been reaching this place.
- Make a drawing to symbolise the disaster.
- Find a central place to nail the memory mark in order to make it visible to the whole community.

MEMORY OF DISASTER IS A DAY TO DAY AWARENESS

- The memory mark should stay forever in the danger place in order to remind the past events to the new generation.



Climate change



Awareness on disaster is the good opportunity to speak about some climate related hazards such as drought, coastal erosion, cyclone, flood...

A lot of awareness material is available at the Vanuatu Red Cross society to raise the knowledge on climatic hazard climatic pattern.

- **Weather, Climate & Climate Change handbook:** Learn how to answer to 26 questions on climate change in Vanuatu.



- **“Kload nasara” awareness kit:** Video, exercise book... to understand the phenomena El niño and La niña
- **Coastal erosion poster:** explain the different origin of the coastal erosion (tide, season, climate, human activity...) and how to reduce those effects.

Ensuring Diversity (Gender)

It is important to prepare your awareness activity according to your public, and try as much as possible to adapt the tools.



- **Poster:** Man and woman
- **Game:** Woman and children
- **Memories mark:** All the community
- **Movies:** All the community



Step 7

Community Action Plan (CAP)

Activity 1: Summarize the VCA (Wall method)

Objectives:



- To give an overview of the VCA tools
- Identify the main disaster and their consequences
- Find solutions that can be handled by the community

Time Frame:



- 2 hours

Methods of Presentation:



- Ask for a community meeting
- Hang the flip charts done during the VCA (Historical profile, seasonal calendar, Risk map...)
- Ask the community members to present the main conclusions on the disaster in the village
- Help the community identifying and prioritizing the disasters (See next page)
- Identify the possible solutions that the community can answer by itself

Key Information



- Make different groups (women, men, children...)
- Prioritization of the issues and the actions to be taken must be a participatory process to insure community involvement in the implementation.
- Make sure that the solution is realistic according to the community capacity and skills.

Materials Required

- Flipcharts / Marker
- A4 paper
- Stones



Activity 2: Creation of Community Action Plan (CAP)

Objectives:



- To explain & practice how to write a CAP.
- Awareness of the community on the plan

Time Frame:



- 2 hours

Methods of Presentation:



- Discuss with the CDC on the priority issues and solutions identified by the community
- Draw an action plan table on a flipchart with 7 columns (see next page)
- Fill the template of action plan (see next page)
- Communicate the action plan to the community and make agreement on it

Key Information



- Help the CDC to identify their capacities and to plan the funding.
- Be careful not to be too ambitious in the CAP because the community may not be involved if the work is too heavy for them
- Make sure that the community has the skills to implement the activities that are in the action plan

Materials Required

- Flipcharts / Marker
- A4 paper
- Disaster plan- Action plan template p.16



Practice

WHAT IS IT?

The **ACTION PLAN** will help you to plan the community work to **reduce the risk and impact of a disaster** by:

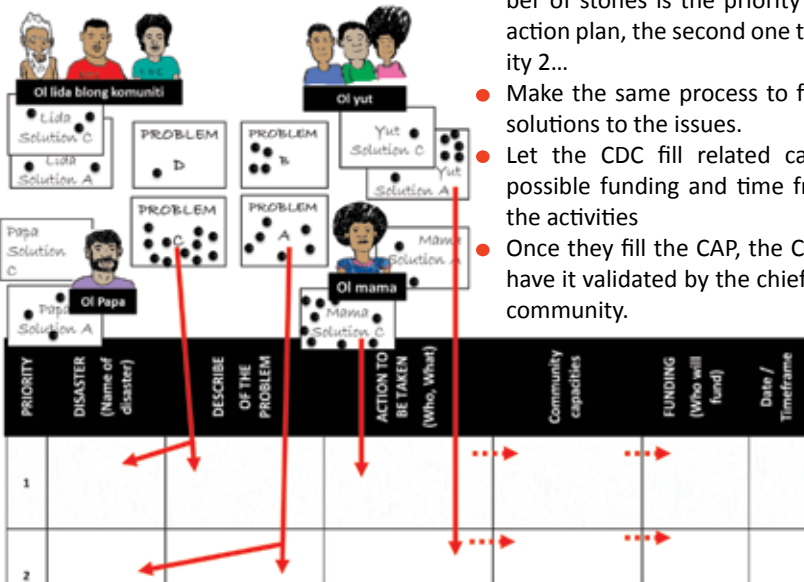
1. **Reduce the vulnerability** (Make strong houses, make awareness on disaster...)
2. **Reduce the danger** (Cut the branch of the tree before a Cyclone, Dug drainage, plant tree in coastal area, dug waste pit...)
3. **Increase the capacity of the community** (better access to water, conservation of food, good shelter, good evacuation road...)



ATTENTION: Avoid advice on activity for which you or community members do not have technical skills (Water and sanitation, shelter...). Get technical support from the province or the Red Cross HQ...

HOW TO PRIORITIZE THE ISSUES IN A PARTICIPATORY WAY?

- Separate the men, women, youth and community leaders for the ranking exercise to let them express themselves and their ideas
- By group, people address 2 or 3 issues on a A4 paper (1 issue by paper)
- Put the issues together and regroup them according to the topic
- Make the community vote for the main issues with one stone by person that they put on the A4 paper.
- The issue that has the highest number of stones is the priority 1 in the action plan, the second one the priority 2...
- Make the same process to find local solutions to the issues.
- Let the CDC fill related capacities, possible funding and time frame for the activities
- Once they fill the CAP, the CDC must have it validated by the chief and the community.



Activity 3: Monitoring & CAP review

Objectives:



- To explain & practice how to write an Action Plan.
- Awareness on the plan to the community

Time Frame:



- 4 hours

Methods of Presentation:



- Organize a meeting with the CDC.
- Refresh the CDC on the ACTION PLAN CYCLE (see below)
- GO AROUND THE VILLAGE with the CDC to assess the progresses done in the implementation of the different activities. Fill the Participatory Monitoring Action Plan Forms
- Organize a focus group discussion with CDC members to discuss possible organizational / leadership /motivation challenges.
- If it is relevant, REVIEW THE ACTION PLAN, using the participator method (See before)

Key Information



- Each activity should actually be monitored (visited),
- Challenges and recommendations are discussed with the CDC
- Implementation targets to be reached before the next monitoring visit are discussed and agreed on by the CDC and the chief.

Materials Required

- Camera
- Flipcharts /
- Marker
- A4 paper
- Disaster plan- Action plan template p.16



Ensuring Diversity (Gender)

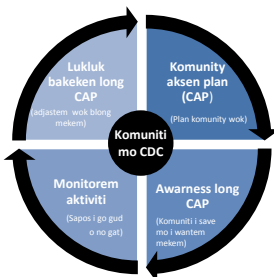
Every community members have different responsibility in the community. For instance:



- Women could be in charge of the food, children, often health, part of the garden, water...
- Men could be in charge of the hard work (make houses, clean the garden, hunt...
- Youth could help their parent's fort the physical work.
- We have to take into consideration the knowledge and skills of each part of the community to use it in a good way through the Action plan

Practice

WHAT WE LOOK FOR?



ACTION PLAN needs to be monitored in order to find potential issues like

- Dysfunction in the Disaster Committee
- Activity too heavy to be carried out by the community
- Activity too technical
- Activity too expensive...

If there are too many issues that limit the Action plan implementation, **REVISE** the **ACTION PLAN**, and try to make it more accessible to the community

ATTENTION:

A **GOOD COMMUNICATION** is very important to have a **GOOD COMMUNITY SUPPORT**. The action plan should be hung in a **PUBLIC PLACE**. Remind you always the action plan cycle.



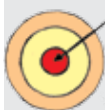


Step 8

Community Response Plan (CRP)

Activity 1: Develop a Response plan

Objectives:



- To organise the community in time of emergency situation
- Remind each group of the community their roles and responsibility in time of emergency.
- Define clearly to the community alert, safe place and contact list

Time Frame:



- 1 day

Methods of Presentation:



- Explain to everyone the aims and the template of the RESPONSE PLAN (disaster plan)
- Community fill the CONTACT LIST on a flip chart and report in the disaster plan.
- Community make the EVACUATION PLAN on a flip chart and report in the disaster plan
- Update the EVACUATION PLAN ON THE RISK MAP. (see step VCA –Risk map)
- Divide the community by group (CDC, Woman, Man, Youth, chiefs and leaders)
- Use the DAILY ROUTINE TOOL (see below)
- Define the roles and responsibility of each community group and each alert
- Present the Response plan to the community

Key Information



- The whole community must participate and know about the Response plan.
- Identify strong public buildings and verify if it is big enough to accommodate the whole community.
- If there is no shelter in the community, organize a system of family solidarity

Materials Required



- Flipcharts / Marker
- Disaster plan- Response plan template

Ensuring Diversity (Gender)



Identify the normal task of the Man and woman to help them to find their responsibility in time of emergency

Activity description:

(i) Groups of women/girls and men/boys, community leaders

(ii) Make a simple table and list down the particular daily activities of women and men, girls and boys (try to make a difference between the dry and wet seasons). Start with waking up

(iii) Provide as many details as possible (instead of breakfast: fetching water to prepare food, getting fire wood, preparing food etc.)

(iv) Leave some space between the activities as there may be more details

(iv) Share and discuss with the other group

(v) Use the activity mentioned to identify responsibility of the women/girls and men/boys

Daily life routine for woman		
Time	Wet season (November –April)	Dry season (May-October)
Wake up	Activity 1	Activity 1
	Activity 2	Activity 2
Go sleep	Activity ...	Activity ...

Daily life routine for man		
Time	Wet season (November –April)	Dry season (May-October)
Wake up	Activity 1	Activity 1
	Activity 2	Activity 2
Go sleep	Activity ...	Activity ...

Source: PAR hand book FRC DRR gender consultancy 2012

Practice

You can develop a response plan for the following hazards:

- (a) Cyclone, (b) flood, (c) earthquake/tsunami, (d) Volcano.

HOW TO FILL THE RESPONSE PLAN?

Identify together the:

(i) MEANS OF WARNING (Loudspeaker, whistle, bell...) – report on the response plan



Warning sound should be clearly different for each hazard (Cyclone, tsunami, Volcano, flood) because the safe place can be different

(ii) **AREA TO BE EVACUATED** in priority in case of alert (Report on the Community Map)

HOSTING FAMILY	EVACUATED FAMILY

(iii) **SAFE AREA OR SAFE BUILDING** of the community for each identified hazard (Report to Evacuation plan)



If there are no community shelters, make a family to family evacuation plan (see on side) *Family to family evacuation plan*

EVERYONE SHOULD HAVE A SHELTER DURING A DISASTER

(iv) Safe **EVACUATION ROAD** (Report on the Community Map)

(v) Roles and responsibility of each group (Disaster committee, Woman, Man, Youth...)

(vi) Share the Response plan with Area Council Secretary and province (SG). It can help in case of emergency

(vii) Share the Evacuation map as well it can be help full for the rescue team

Evacuation plan

SAFE PLACE	Area	1:	2:	3:	4:
	How many people				
	Safe house				
	Capacity of the safe house				
	Disaster Committee responsible				

Response Plan

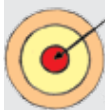
Alert	BLUE ALERT	YELLOW ALERT	RED ALERT	First Community assessment	Frist Community Response
Local warning	6 time bell every 30 sec*	Bell continue during 10 min*	Bell continue during 1 min (if possible)*		

Roles & responsibility	Disaster committee				
	Woman				
	Man				
	Youth				
	Other groups				

* Those warning are indicative and have to be adapt at each community and each hazard

Activity 2: Response Plan Simulation Exercise

Objectives:



- Test and review the response plan (Cyclone, Flood, Tsunami, Volcano)
- Make sure that everybody understand their Roles and Responsibility

Time Frame:



- 2 day

Methods of Presentation:



- BRIEF the disaster committee on the simulation exercise
- REMIND THE RESPONSE PLAN to the disaster committee and community
- CDC briefs the community on the simulation exercise and remind them the response plan
- CDC DESIGNS THE SIMULATION EXERCISE
 - Set up First aid scenario with local actors
 - Recruit evaluator from the community and go through the evaluation form with them
- Implement simulation exercise, and debrief with the disaster committee and the population
- REVIEW RESPONSE PLAN if necessary

Key Information



- Explain clearly every step and action to be taken by the community and CDCs
- Hide the preparation of First aid scenario to CDC
- **Make sure that the MEANS OF WARNING and the SAFE PLACE are clearly identified by the community.**
- **Make the evacuation in REAL SAFE PLACE (Even it is a game, the people have to do exactly what they will do during the real emergency)**
- Involve the Area council secretary in every simulation exercise

Materials Required



- Flipcharts/ marker.
- Response plan of the community
- Evacuation Map of the Community
- DVD - Simulation exercise
 - Cyclone Scenario (bislama)
 - Evaluation form (bislama)
 - Damage card (bislama)
 - Alert NDMO (mp3 + Video)
- Handbook box - First Community assessment p.35

Ensuring Diversity (Gender)



During the simulation exercise it may be important to focus on the action of each different group.

- Include woman in evaluation group
- Make specific group of evaluator to monitor the man and woman groups
- It might be important as well to monitor the roles of the woman in the disaster committee.

Practice



WHAT IS A SIMULATION EXERCISE?

Simulation exercise is a drama that will train the community members to understand their response plan. The people will implement the response plan to see what is working and what is not working.

The Disaster committee members have a big responsibility in the simulation as they will have to **(i) receive the alert, (ii) give the warning, (iii) manage the evacuation, (iv) give first aid, (v) make the first community assessment.**

The most common simulations are concerning the hazards cyclone and tsunami because the evacuation is at community level. For a volcanic eruption it might be different.

ORGANISE A SIMULATION

Involve volunteers and disaster committee members in the organisation of the simulation exercise. Advise the volunteers to organise a simulation exercise once a year, (before the cyclonic season for example).

MAKE IT MORE REAL:

- **Use records of alert of NDMO:** Put the MP3 record of the NDMO alert on a mobile phone to play it close to the radio of the Disaster Committee during the simulation to make it more real.
- **First aid scenario:** With the help of volunteers, organise small scenario (refer to the cyclone scenario). The disaster committee will have to save the injured “actor” during the simulation.
- **First community assessment:** Tell to the disaster committee to contact area council secretary to give him the first community assessment report. It will be a good way to strengthen the link between disaster committee and area council secretary.

Follow the simulation exercise methodology (next page) to set up yours.

WHAT IS A SIMULATION EXERCISE?

METHODOLOGY TO SET-UP A DRILL

STEPS	ACTIVITY	MATERIALS REQUIRED	TIME	
1 CDC and CHIEF	REFRESHER	<p>1. Hazard effect: Discussion around past disaster and its effect in the community: look at the risk map.</p> <p>2. Monitoring tools:</p> <ul style="list-style-type: none"> How to use the <i>Cyclone tracking map</i> What are the <i>natural sign of the hazards</i> On which <i>Radio frequencies</i> we can heard an alert message <p>3. Looking through CRP:</p> <ul style="list-style-type: none"> <i>Meaning of each level of alert</i> <i>Roles and responsibility</i> of each different groups, and mainly CDC responsibility <i>Means of communicate the alert</i> from the CDC to each household <i>Identifying the CDC responsible</i> to transmit the alert to each station <p>4. Evacuation site/road: Refresh of evacuation site for each station and safe road.</p> <p>5. Look at the Initial assessment form</p>	<p>1. <u>Disaster maps</u></p> <p>2. <u>Cyclone tracking map</u> <u>Radio frequencies</u></p> <p>3. <u>Copy of CRP</u></p> <p>4. <u>Disaster maps</u></p> <p>5. <u>Assessment form</u></p>	3h
	PREPARATION DRILL EXERCISE	<p>1. Go through the drill exercise scenario:</p> <ul style="list-style-type: none"> <i>Read the scenario</i> template of the hazard chose <i>Timetable</i> (time of start and end / level of alerts / Action (evacuation; First aid...) / Reporting) <p>2. Define the evaluators:</p> <ul style="list-style-type: none"> <i>2 by team</i> <i>None CDC</i> (eq. Red Cross volunteer...) <i>Define their</i> located Go through <i>evaluation form</i> <p>3. Agree on</p> <ul style="list-style-type: none"> A <i>CDC which is responsible of the radio</i>, to receive the message and activate the alerts. A <i>CDC which is responsible of FA kit</i> <i>Means of communicate the alert</i> <i>Sound for start and end</i> of drill exercise <p>4. What we must not forget:</p> <ul style="list-style-type: none"> <i>Emergency bag</i> Importance to always <i>seek information</i> (radio / PDO / Red Cross, communication & reporting) <p>5. Design team go in the community</p> <ul style="list-style-type: none"> <i>Refresh of evacuation site</i> for each station and safe road. <i>Fill the scenario form</i> for the action <i>Set up all actor</i> 	<p>1. <u>Scenario for cyclone</u></p> <p>2. <u>Evaluation Form</u></p> <p>3. <u>Radio</u></p> <p><u>Means of alert</u> <u>Sounds Start/end</u></p> <p>4. <u>List of emergency items</u> <u>Communication tree</u></p> <p>5. <u>Scenario form</u></p>	2h

2	REFRESHER	<ol style="list-style-type: none"> Presentation agenda/ objective Hazard and map risk <ul style="list-style-type: none"> Short brainstorming to remember what we know about cyclone, its characteristic and effects. Presentation of risk map and list of who/what is at risk. Receiving questions from community members Looking through CRP: <ul style="list-style-type: none"> Means of each level of alert; identification of way of transmission of each alert and who is responsible to activate the alert Roles and responsibility of each different groups; agree on groups leaders Presentation of evacuation site and road 	<ol style="list-style-type: none"> Hazard poster Disaster maps Copy of CRP Disaster maps 	2h
	WITH THE WHOLE COMMUNITY PREPARATION DRILL EXERCISE	<ol style="list-style-type: none"> Presentation of drill exercise scenario: <ul style="list-style-type: none"> Scenario: threat of a hazards and it hurts the community Purpose and objectives Participants and inform who are simulators & evaluators, and where they will be located Timetable, who will receive the message and the sound for start and end of drill exercise What we must not forget: <ul style="list-style-type: none"> Emergency kit for each family. Which are basics items? Inform on who is responsible for DP kit and FA kit 	<ol style="list-style-type: none"> Evaluation Form Scenario for simulation Sound of start & end 	2h
3	DRILL EXERCISE	Implementation drill exercise		4h /6h
4	DEBRIEFING FOR THE DRILL EXERCISE	<ol style="list-style-type: none"> Groups evaluation of the drill exercise: <ul style="list-style-type: none"> Form 2 groups (one with men and one with women) and answer the following questions: what did work? And what did not work? 1 group with the CDC members to think about: what did work and what did not work? What are CDC and group leader challenges? 1 group with field officer team and evaluators to look through the evaluation forms and make recommendations on how improve CRP Feedback in plenary from each group and CRP adjustment. (Including new line for protection group and others information) 	<ol style="list-style-type: none"> Flip Chart Marker CRP 	2h

Annex summary

Annexes Hand book

Annex 1 - DRR terminology	p.59
Annex 2 - CDC's Roles and responsibility	p.60

DVD content

DVD – <i>Identifying communities</i> - KAP survey form
DVD – <i>Identifying communities</i> - Selection template
DVD – <i>Red Cross</i> - Volunteer Registration Form
DVD – <i>Red Cross</i> – VRCS Volunteering (Presentation)
DVD – <i>CDC</i> - First community assessment
DVD – <i>VCA</i> - Focus Group Discussion on Health, Livelihoods Guidance, Climate change issue
DVD - <i>Awareness tools</i> –Poster, Video, Games, Disaster Songs
DVD - <i>Action Plan</i> – Community Action plan
DVD - <i>Action Plan</i> - M&E Report
DVD – <i>Simulation exercise</i> - Cyclone Scenario (bislama), Evaluation form (bislama), Damage card Alert NDMO (mp3)
DVD – <i>Resource</i> – Hand book shelter
DVD – <i>Resource</i> – Hand book gender
DVD – <i>Resource</i> – Hand book CCA

Resources

NDMO (2011) – Vanuatu DRR & DM terminology working glossary - Disaster Risk Reduction mo Disaster Management Terminology, English – Bishlamar, 3p.
IFRC (2008) – VCA tools box, English, 194p.
IFRC (2010) - References Guide, Community Based Approaches in Pacific, English, 38p.
FRC/VRCS/SIRC (2012) - Conducting participatory action research (Gender sensitive DRR), English, 51p.
UNDP (2012) – Integrating Gender in Disaster Management in small island developing states, English, 54p.
VRCS/IFRC/FRC (2013) – Weather, Climate & Climate Change handbook, English, 30p.
VRCS (2013) - besik konstraksen hanbuk, blong bildim wan sef Selta, Bishlamar, 23p

Disaster plan content






Disaster plan - CDC Registration	p.5
Disaster plan - CDC's Roles and responsibility	p.4
Disaster plan - Community profile	p.8
Disaster plan - Transect walk	p.8
Disaster plan - Risk map	p.10
Disaster plan - Historical profile	p.12
Disaster plan - Seasonal calendar	p.14
Disaster plan - Action plan template	p.16
Disaster plan - Response plan template	p.18
Disaster plan - First community assessment	p.35

Handbook box content

Handbook box - Step by step poster
Handbook box - List of participant
Handbook box - Selection template
Handbook box - First community assessment

Annex 1 - Disaster Risk Reduction Terminology

Source: NDMO Official DRR Glossary

		ENGLISH	BISLAMA
Hazard		Something natural or man-made that may cause disruption or damage to life, property or environment	Wan Samting we isave kosem damage long ol human being, animol, buildings, roads, business, karen or environment blong yumi. (Hariken, Flat, Taetol Wef, Earthquakes or Faea.)
Vulnerability		Vulnerability is the degree to which life, property and/or environment is open to being affected by, or unable to cope with, adverse effects of hazard impacts	Vulnerability hemi taem level blong denja emi hae long laef, property, mo environment mekem isave allowem blong affected long emi hazard o no save olsem wanem blong live wetem ol different effect blong ol hazard impact
Capacity		The combination of all the strengths, attributes and resources available within a community, society or organization that can be used to achieve agreed goals.	Evri samting, risoasis, tol, materiol o save we wan komuniti o sosaeti i save usum long team long disasta o blong kasem wan narafala tinktink
Risk of Disaster		Impacts that could happen to life, property and or environment if hazard strikes a community	Ol danger we bae isave happen long ol property, laef mo environment sapos wan hazard istraekem wan komiuniti.
Disaster		When a hazards strikes a community and the result level impact exceeds the affected community's ability to respond and allow the community to get back to normal.	Taem wan hazard i straekem wan komuniti; level blong risal blong wan komuniti inogud tumas, we hemi go bion kapabiliti blong komuniti memba, we bae imas nidim wan help o asistans aotsaet blong ri-buildim back komuniti ia ikam back long nomol laef blong olgeta.



NDMO guidelines blong ol CDC Rols mo responsibilitis --version 05th February 2014

Komuniti Disasta Komititi i pasem tok save responsabilitis rol mo resposabilitis, wae hem i mas pasem i go long ortorati blong kivim final tinktink blong olgeta.	
	<ul style="list-style-type: none"> • CDC i mas luk save ol hazards mo vulnerability wae hem. I save causem bigfala denja long komuniti. • CDC i mas luk save ol riasis/ capacities wae i gat long ol komuniti memba olsam transport, tuis, sid stok, wota contena, etc.... • CDC mo ASC ol i mas kivim helping han long ol narafala organization olsam ol NGO's wem disasta risk reduction mo ol wok wae ol i lukluk long climate jang wok/ activities.
Preparedness	<ul style="list-style-type: none"> • CDC i mas karem out awareness long side blong disasta risk reduction mo climate jang long komuniti. • CDC i mas develop wan preparedness mo komuniti response plan blong komuniti wae hem i mas luk ol jif mo ol komuniti lida ol i joinm. - Monitorem ol wok wae i stap blong ol activities - Findem ol wei blong kasem ol fundings • Hem i wan mas blong kolectem ol data infomases long statistic. Olsam cropping kalenda • CDC memba ol i mas take pat long skul safety komiti • CDC i mas metanem mo managem ol riasis wae ol e donate i kam long komuniti • CDC i mas kivim ol tok save long ol komuniti lida blong ol i luk-save olgeta rot blong folom i go long wan safe eria long team blong denja. • CDC i mas singoutem ol miting ol team blong kivim ol komuniti ol update long wanem olgeta i stap makem, mo also sopus i gat any jang long ol contact sopus e gat nid blong jangem. • Sapos wan CDC memba i wantem go i mas trainem wan narafala man at list 6 manis faestaem • CDC i mas karem aot olgeta stret actions blong wan komuniti assessment afta wan hazard o wan rabis strong event i pas.
Response	<ul style="list-style-type: none"> • Kivim helping han long Rapid Technical Assessment. Tim long team blong wan assessment. • Kivim helping han long Rapid Technical Assessment. Tim long team blong wan external joint assessments. • Kivim helping han long ol vulnerable komuniti memba olsam (olgeta olfala, ol mama wae ol i gat bel, pikinini, olgeta man wae ol e gat special nid, sik man) blong movem olgeta i go long wan safe eria. • CDC i mas kivim ol alert toktok i go long ol komuniti wae i mas include ol sign wae nature i kivim. • CDC i mas toktok long ol komuniti lida blong ol i save ol rot blong aot long hem, long wan team blong denja blong move i go long wan safe eria. • CDC i mas help sharem aot ol relief supplies i go long ol wan wan haos. • CDC i mas help witm preparation, response mo recovery wok, mo also help ol vulnerable memba blong komuniti. • CDC i mas tokok witm ol komuniti blong "buildm bak beta" team hem i stap tinkabut wan hazard strong event.
Recovery	

NDMO CDC Members criteria recommendations	Information sharing process from CDC to NDMO
1- Olgeta Komuniti lidas (jif, pasta, chairman blong vilij,...)	1- CDC hem wok witem jif, Eria Consel Secretary, PDC mo NDMO
2- Olgeta representatives blong existing komuniti base organisation (yut, women, Jol, pikinini ripresentative, disabol man, Olgeta olfala man mo woman ...)	2- CDC bae passem infomases i go long Agency mo ACS (Everi year befo seaklon season)
3- Local gavaman organization (eg : skul hed masta or Skul disasta comiti, aid post, ...)	<ul style="list-style-type: none"> • Contact list memba updated • Community profile • Aktiviti monitoring
4- Representative blong komuniti long ol smol station	3- CDC Chairman hemi focal point long Preparedness, Response, Relief
5- Representative blong olgeta minority long komuniti	4- Usem ol NDMO komuniti assessment fom
6- I mas gat wan CDC blong 50 to 300 pipol long komuniti	5- List mo date blong trainings wae CDC i ranem long komuniti
7- Meteo and geohazard volunteers in province	6- NDMO i approvem ol document developed (CBDRR plan, Community response plan, ...)

OL STAMBA TING TING BLONG RED CROSS MO RED CRESCENT MOVEMENT

HUMANITY

Intanational Red Cross mo Red Crescent movement, we I bon from wan tingting blong givim help we I no gad discrimination long olgeta we ol I kasem kil. Hemi faet long intanational mo national wok blong hem, blong stopem mo daonem wei we laef blong man I stap safa mo blong protektem health blong mekem sua se I gat respect blong olgeta man. Hemi I blong promotem understanding, friendship, koperessen we oli serem mo peace we I save last long metel blong every man.

IMPARTIALITY/FEA

Hemi I nogat discrimination long saed blong nationality, res, bilif, long religion, klas o politikel tingting. Hemi I wok strong blong stopem fasin we man I stap safa long hem nomo mo givim fesfala Janis long olgeta keis blong trabol we ol I nidim kwik help.

NEUTRALITY/FASIN BLONG NO TEKEM PART BLONG ANY SAED

Blong mekem se hem I gat strong tingting blong evri man oltaem, movement ia I no save tekempat long any faet, o joen long any taem long rao long saed blong politik, res, religion o idea.

INDEPENDENCE

Movement ia hem I Independent. Nomata we olgeta national societies oli stanap blong sapotem olgeta sevis blong gavman blong olgeta blong lukluk long laef blong olgeta man folem olgeta loa blong kaontri blong olgeta, ol I mas oltaem difendem freedom blong olgeta blong mekem se evri taem ol I gat Janis blong wok folem olgeta stamba tingting blong movement ya.

VOLUNTARY SERVICE

Movement ia hemi wan voluntary organisesen blong givim help we hemi no redy blong winim mani long saed blong olgeta wok blong hem.

UNITY

Long any kaontri I save gat wan Red Cross or Red Crescent Society nomo mo hem I mas open long evri man. Hemi I mas mekem olgeta wok blong hem long saed blong laef blong man olbaot long kaontri blong hem.

UNIVERSALITY/WORK RAON LONG WOL

Blong mekem se hem I gat strong tingting blong evri man oltaem, movement ia I no save tekempat long any faet, o joen long any taem long rao long saed blong politik, res, religion o idea.

For more information contact

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