COMMUNITY BASED DISASTER MANAGEMENT

TRAINER’S GUIDE

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WORLD VISION SOLOMON ISLANDS & NATIONAL DISASTER MANAGEMENT OFFICE
P.O.BOX 1359 HONIARA & P.O.BOX G 11 HONIARA

VERSION 1
Preface

This booklet is produced by World Vision Solomon Islands in partnership with National Disaster Management Office and the Curriculum Development Center in response to disaster management in the communities of Solomon Islands. This is the first edition of the training manual. Following successful trial of this manual similar one will be develop in partnership with the above two institutions.

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World Vision’s relief, development and justice work is based on a vision of a World committed to the well being of children. World Vision strives to build thriving communities where peace and justice will prevail and all can enjoy security, opportunity and happiness.

Disaster relief
In responding to humanitarian emergencies World Vision seeks to protect vulnerable people, provide emergency relief such as food, water, shelter, medicine and clothing and preparedness for future disaster.
Acknowledgements

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Community Based Disaster Preparedness Trainers Guide

**General Objectives**
The aim of this booklet is to update the skills and attitude of the trainers in each province of community based management and in managing public awareness.

At the end of every awareness in the communities, people should be able to:

1. Define disaster, hazard, vulnerabilities, capacities and risk
2. Identify disaster management strategies and the community based disaster management approach
3. Know the programs, services, policy, tasks and responsibility of the disaster management office at different levels of the Solomon Islands Government (national, provincial and village level)
4. Understand and know the skills of disaster preparedness and mitigation
   a. Risk assessment (hazard, vulnerability, capacity and people’s perception of risk)
   b. Risk reduction measures
      • Public awareness
      • Early warning system
      • Evacuation and center management
      • Community health
      • Conflict resolutions
      • Advocacy and networking
      • Capacity building
      • Livelihoods
      • Formation of a Community Disaster Management Organisation
5. Understand and know the skills of emergency response
   a. Emergency Operation Center
   b. Damage, Needs and Capacities Assessment Report
   c. Relief delivery operation
   d. Post disaster activity
Module 1
Understanding Disaster

Objectives
At the end of this module, participants should be able to:

- Describe what a disaster is and how it affects people’s lives.
- Identify examples of disasters in their villages and community.
- Define the following terms: hazard, vulnerability, capacity and disaster.

Materials Needed:
Copies of handouts on types of disasters, chart/drawing of types of disaster, blackboard.

Trainer’s Presentation

Session 1 Disaster
Introduce the module by explaining that in this session we will be looking at the different types of disasters that occur in our village or community. To begin, ask the participants to talk about any disaster they have experienced in their village. You may ask one participant to describe briefly his/her experience of the disaster.

Key Terms
Hazard, vulnerability, capacity

Background Information
The purpose of this module is to familiarise participants with disasters so that they can identify the types of disasters that can occur in their communities. The notes provided in this section make an attempt to describe what a disaster is and other terms, which are used in the discussion of disasters. The trainer should read the notes given well in advance so that you can learn them and then explain them with confidence to the participants.

Hazard
Hazard is an event, happening or human activity which has the chance for causing risk and danger to life or damage to properties and the environment.

There are three types of hazards, namely:

- Natural – These are hazards caused by nature such as earthquake, volcano, tsunami and cyclone.
- Human made – These are hazards that are caused by human beings either deliberately or by accident such as fire, pollution, oil spill, industrial accidents like leakage of toxic waste.
- Combination (united action) or socio-natural hazards such as flooding and drought. These can fall under this category if they are due to deforestation.

Briefly explain, giving real examples, how each type of hazard can cause damage to property and loss of life.
Vulnerability

The term vulnerability is described in the following way:

- It refers to the physical, social, economic, cultural and environmental factors and conditions, which increase the community’s feeling about disasters. For example, people in Rennell and Bellona are vulnerable to cyclones simply because the two islands lie in the pathway of tropical cyclones and have been affected to a large extent.
- Inability of individuals, households and the community to prepare for and respond to hazards. The disaster may be far too big and as a result individuals are unable to take actions or make proper decisions to address the problems they experience.
- Weaknesses, constraints or problems present in the community, which stop it from preparing for and protecting itself against damage.

Some examples of vulnerability are:

- Locations
- Houses made of light materials
- Conflict in the community
- Lack of knowledge and skills on preparedness and protective measures
- Attitude of helplessness

Explain in some detail the examples given so that the participants can relate to them. You may need to give examples of real-life situations where people can become vulnerable to disasters such as earthquakes, floods and cyclones.

Capacity

Capacity is knowledge, skills, resources, abilities and strength, present in individuals, households and the communities, which enable them to prevent, prepare for, stand against, survive and recover from a disaster.

Some examples of capacity are:

- Permanent houses
- Ownership of land
- Adequate food and income sources
- Family and community support in times of crisis
- Local knowledge
- Strong community leadership and organisations

Explain in some detail the examples given so that the participants can relate to them. You may need to give examples of real-life situations where people use their abilities to plan, prepare for, stand against, recover, and survive from a disaster. For example, why is it important to consider the type of materials used to build houses in regions where cyclones frequently strike?
Discussion Activity 1
Put the participants into groups so that they can discuss the following questions:
1. Would you regard a ‘storm’ as an example of a disaster? Give your reasons.
2. Each member should describe a disaster he or she has experienced in the past. Explain whether it was a natural or human-made disaster. How were you able to cope with the disaster?

Summary
Reinforce the importance of hazards by stating the following:
- Disaster occurs when a hazard impacts on or strikes a vulnerable community with low capacity resulting in damages, loss and serious disruption of community functioning.
- The widespread human, material and environmental losses inhibit the community’s ability to cope using its own resources.

Session 2 Disaster Risk
- Chances of a hazard striking a vulnerable community, causing injury, damage and loss is very big.
- The bigger the vulnerability, the bigger the disaster risk (DR), the bigger the capacity, and the smaller the disaster risk (DR).
- Disaster Risk = Hazard x Vulnerability
  
  Capacity

When hazard and vulnerability are high it will cause disaster but when capacity is present it will decrease the impact.

Elements at Risk
Risk is a function of hazard occurrence and the projected losses.

Who and what can be damaged:
- People (their lives and health).
- Household and community structures (houses, community centers, schools).
- Community facilities and services (access roads, bridges, hospital, electricity, water supply).
- Livelihoods and economic activities (jobs, crops, livestock, equipment).
- The environment (natural resources base).

Simplifying Concepts
The relationships between hazard, vulnerability and disaster have been commonly represented as:

Disaster = Hazard + Vulnerability   or;

Disaster = Hazard x Vulnerability
Integrating capacity into the disaster equation yields interpretation focused on ways forward in handling the disaster situations, on the management of disasters. Disasters occur when hazard strikes a vulnerable community whose capacity is limited. How now to reduce disaster? Disasters may decrease in frequency and severity as capacities are increased.

\[ \text{Disaster} = \frac{\text{Hazard} \times \text{Vulnerability}}{\text{Capacity}} \]

**Disasters: Unmanaged Risks**
Risk analysis is an integral part of the business and finance. In disaster management, applied scientists initially developed risk studies to project probable disaster loss and to determine which scientific and technical solutions can be applied either to modify the hazard or modify physical vulnerability to the hazard.

Risk analysis is commonly used to mean the probability or likelihood of meeting danger or suffering harm and loss.

\[ \text{Risk} = \text{Probability (P)} \times \text{Loss (L)} \]

**Disaster Risk**
The output of risk analysis is usually an estimation or measurement of the risk scenarios. Disaster risk has been represented as:

\[ \text{Disaster Risk} = \frac{\text{Hazard} \times \text{Vulnerability}}{\text{Manageability}} \]

Where

Manageability is defined as the degree to which a community can intervene and manage a hazard in order to reduce potential impact. An analysis of probable disaster risk then involves an analysis of the hazard and the community’s vulnerability.

Substituting capacity from our disaster equation in the previous section, disaster risk can then be expressed as:

\[ \text{Disaster Risk} = \frac{\text{Hazard} \times \text{Vulnerability}}{\text{Capacity}} \]
Module 2
Disaster Management

Objectives
At the end of this module, participants should be able to:

- Understand disaster activities
- Define what prevention, mitigation and preparedness are
- Understand what to do before, during and after a disaster
- Define the community based disaster management approach

Materials Needed:
Copies of handouts on disaster management, flip charts, blackboard

Trainer’s Presentation

Session
Explain disaster management in the Country. Firstly, do brainstorming with the participants.

Ask one participants to tell the group what she/he understands about disaster management.

Key Terms
Prevention, mitigation, preparedness, evacuation, search and rescue, first aid, relief supplies

Background Information
The intention of this module is to introduce the participants to disaster management, and show that disaster management is a range of activities designed to maintain control over disaster and emergency situations and to provide a framework for helping at risk persons avoid or recover from the impact of a disaster. Disaster management is a collective term used for all activities that contribute to increasing capacities and will reduce immediate and long-term vulnerabilities. Disaster management covers activities before and after a disaster. The trainer should prepare well ahead so that the participants can understand the topics very well.

Before the disaster
- Prevention – stop disaster striking yourself, your family and your property. This is also concerning rising of roads and houses, permanent houses and sea walls. If your village is in a coastal area and it’s on flat land.
- Mitigation – position yourself in a place that is safe from the hazard.
- Preparedness – be ready to protect yourself, your family and your property. Skills training, display of posters, food preservation skills, drills of evacuation, community early warning system, disaster preparedness training, sharing of information.

Discussion Activity 1
Put the participants into groups of four and ask them to answer these questions:

a. What did you do when your canoe got sunk in the blue sea?

b. In times of unconscious what method did you apply?

c. When the river is flooding for too long what did you do to rescue the lives of people?

d. After disaster what did you expect?
During the Disaster
When a disaster strikes the following should be done:
• Evacuation – removing people to a safe place.
• Search and rescue – report incident to proper authorities as soon as possible.
• First aid – give attention to a person who is unconscious.
• Supply relief – give food to communities whose home and garden are damaged.

After the disaster
After a disaster there is damage in the community, as such there is a process of recovery, rehabilitation and reconstruction. The following activities are to be done:
• Cleaning up of debris
• Rebuilding broken homes
• Relocation of homes
• Income generating projects

The trainers should reinforce the importance of managing their own community when the disaster strikes.

Community Based Disaster Management (CBDM) approach.
• Increasing trend in disaster occurrence and loss.
• People in the community suffer most the disaster damage. In reality, they are first front line responders. They undertake some preventive measures and respond to the disaster even before outside help comes.
• The worldwide shift in focus from emergency management to disaster risk management recognises importance of community involvement.
• CBDM corrects the defects of the top down approach. There is meeting of the bottom up (community and local level) approaches for an integrated and responsive disaster management system.

What is the CBDM Approach?
Activities, measures, projects and programs to reduce disaster risks to people living in high-risk communities, and are based on their urgent needs and capacities.

<table>
<thead>
<tr>
<th>Traditional Approach</th>
<th>CBDM Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Disasters are unforeseen events that cannot be prevented.</td>
<td>1. Disasters can be prevented. We can prepare to avoid and reduce damage and loss.</td>
</tr>
<tr>
<td>2. Stress is on emergency response and recovery.</td>
<td>2. Stress is on disaster management activities before the disaster, on prevention, mitigation and preparedness.</td>
</tr>
<tr>
<td>3. People affected by disasters are helpless victims and passive recipients of external aid.</td>
<td>3. People affected by disasters are active participants in rebuilding their life and livelihood. People’s existing capacities are used and strengthened.</td>
</tr>
</tbody>
</table>
Features of CBDM
- People’s participation – community as the main participant and propeller, directly shares in the benefits of risk reduction and development.
- Priority given to the most vulnerable – children, women, elderly, differently abled, subsistence farmers, fisher folk and urban poor.
- Recognises existing capacities and survival/coping strategies.
- Risk reduction measures are community specific – based on analysis of the community’s disaster risk.
- The aim of CBDM is to reduce vulnerabilities and increase capacities.
- The Goal is to build safe, disaster resilient and developed communities.
- Links disaster risk reduction with development.
- Outsiders have supporting and facilitating role.

Components of Disaster Management
Risk Management
Consists of identifying threats, determining their probability of occurrence, estimating impact of threats to communities at risk, determining measures that can reduce risk and taking action to reduce threat.

Loss Management
Losses in a disaster include human, structural and economic losses. Loss management addresses these through pre and post – disaster actions designed to keep losses to minimum. Effective loss management activities occur prior to a disaster and are focused on reducing society’s vulnerability to the disaster.

Control of Events
Control is maintained through the following measures:
- Anticipation of a disaster and the cause and effect relationship generated by each type of event.
- Mitigation or reduction of the scope of the disaster.
- Preparedness – by viewing anticipated scope of disaster, managers can plan adequate responses.
- Accurate information collection and assessment – once a disaster has commenced, the manager needs reliable data upon which to base priorities and guide response.
- Balanced response – each type of disaster will require a different set of responses.

Equity of Assistance
All disaster responses should be provided in an equitable and fair manner.

Resource Management
Few disaster managers have adequate resources to meet all competing needs and demands of a post disaster environment. Thus, resource management becomes a critical element of disaster response. The disaster manager must be familiar with the resources available.

Summary
Impact Reduction
Disaster can have an impact far beyond the immediate human, physical or economic losses. Disaster represents a loss of opportunity not only to individuals but also to entire societies. They can be a serious setback to a country’s development program. Impact of a disaster on society and individuals should be reduced to a minimum.
Module 3

National Policy

Objectives
At the end of this module, participants should be able to:

- Explain government’s position in times of disaster
- Define the actions to be taken in times of disaster
- Explain disaster law
- Define the organisation and the people inside

Materials Needed:
Copies of NDC structure, legislations and plans

Trainer’s Presentation

Session 1
Introduce the module by explaining that this session we will be looking at national policy of disaster management in the Country.

Ask the participants if they have an idea of the Government’s commitment in disaster management in the Country.

Key Terms
Disaster legislation, other legislation, organisation

Background information
The purpose of this module is to introduce the Government’s commitment to disaster management in the Country through the following broad policy:

- To recognise disaster problems as a part of total government responsibility and to make the best possible arrangements to deal with them.
- To concentrate on the three major aspects of preparedness, response and recovery but also, where possible, to take into consideration wider measures such as mitigation and the inter-relationship between disaster problems and national development.
- To apply, in particular, the important principles of optimum utilisation of all resources and maintenance of appropriate levels of preparedness in order to achieve such utilization.
- To develop progressively, programs of training and public awareness, in which community self-help form important objectives.
Purpose of the plan
To define the actions to be taken when dealing with disasters in Solomon Islands.

Main requirements for dealing with disasters include:
- Provision and dissemination of warning
- Rescue
- Survey, assessment and reporting of disasters
- Treatment and care of victims
- Provision of emergency foods and communities
- Provision of shelter
- Etc

Disaster legislation
The National Disaster Act makes provision for the organisation and the management necessary to ensure preparedness for, responses to and recovery from disasters. The Act therefore provides legal backing for this plan and for disasters. It also makes provision for the use of special powers, should the need arise.

Other legislation
Other legislation, which may be relevant to disaster circumstances, is contained in the Emergency Powers Act, 1978, which is related to the declaration of a state of public emergency under Section 16 of the Constitution.

Discussion Activity
Put the participants into groups of two and tell them to brainstorm of key people and groups in the organisation.

The following are key aspects of the organisation:
- a. Minister responsible e.g. Minister of Home Affairs
- b. National Disaster Council e.g. Permanent Secretary of the Minister responsible
- c. NDC Technical Advisory Team e.g. Permanent Secretary responsible for planning
- d. Central Control Group e.g. Commissioner of Police
- e. National Disaster Management Office (NDMO) e.g. Manager/Director
- f. Provincial Disaster Committees e.g. Provincial Secretary
- g. Ward Committees e.g. Area Chiefs
- h. National Disaster Corps e.g. trained members
- i. NDC Provincial Disaster co-coordinators e.g. refer to the province
- j. International assistance liaison e.g. Donor partners
- k. Non-government organisations. e.g. WVSI

Summary
Reinforce the importance of disaster management by saying government has a policy to monitor and implement activities based on improving the lives of communities.
Module 4
Disaster Preparedness & Mitigation

Objectives
At the end of this module, participants should be able to:
- Define the basic definition of disaster risk
- Identify appropriate and adequate risk reduction measures
- Unite the community in a common understanding of their disaster risk
- Contribute to community awareness raising about potential risks they did not know about before

Materials Needed:
Copies of handouts, chart/drawing, blackboard, pamphlets

Trainer’s Presentation

Session 1
The intention of this module is to understand the basic definition of community risk assessments and how to apply them in a situation you actually face.

Key Terms
Disaster risk, hazards, vulnerabilities, capacities

Background Information
The purpose of this module is to explain risk reduction measures and principles. Introduce by explaining:

a. Risk assessment
   - People’s perceptions of risk
   - Hazard assessment
   - Vulnerability assessment
   - Capacity assessment
   - Participatory tools
   - Community risk assessment design

b. Risk reduction measures
   - Public awareness and early warning system
   - Evacuation
   - Strengthening livelihood and community health
   - Coordination and networking
   - Formation and strengthening of community
   - Disaster Management Organisation
Basic Definitions

a. Disaster Risk
Likelihood or probability of a hazard striking a vulnerable community, causing injury, damage and loss.

\[
\text{Disaster risk} = \text{Hazard} \times \text{Vulnerability} \times \text{Capacity}
\]

b. Assessment
A participatory process involving on the spot collection, interpretation and analysis of information from various sources

c. Community Risk Assessment
A participatory process to identify and assess the hazards that threaten the community and the community’s vulnerabilities and capacities. This involves an understanding of how people in the community perceive and measure disaster risk. It also involves analysis of past patterns of hazards and present threats at the community level (hazard assessment), combined with an understanding of the underlying causes of why hazards become disasters (vulnerability assessment) and of the available resources an affected community uses to reduce risk (capacity assessment), and how different people perceive and measure risk (perception of risk).

Purpose of Community Risk Assessment:
- Unites the community in a common understanding of their disaster risk – hazards, vulnerabilities and capacities.
- Basis for identifying appropriate and adequate risk reduction measures.
- Contributes to community awareness raising potential risks they did not know about before.
- Baseline data on the community situation, its vulnerabilities and capacities when compared with data at a later period can be used to evaluate the results of the community disaster preparedness activities.
- Data generated can be used in situational analysis and for projects proposals for mitigation and community development projects.

Community Risk Assessment has four interrelated components:
- People’s perception of risk – understanding the perception of risk in different groups and sectors of the community.
- Hazard Assessment – assessing the nature and behavior of hazards.
- Vulnerability assessment – identifying the particular elements at risk and why they may be damaged.
- Capacity assessment – identifying people’s survival or coping strategies and what resources can be used in disaster management activities (before, during, and after a disaster).
- People’s understanding of risk – in every community in Solomon Islands people have different views of how they see and theme hazards.
- Some people take into consideration income levels, age, gender, educational background, livelihood and employment, but culture too is an important consideration as to why people have different ways of looking at the disaster situation.
- People’s understanding of disaster risk is also influenced by previous experiences and knowledge (or lack of) and their exposure to hazards.
- Insiders (community members) and outsiders (NGOs, local and national government agencies) may also have differing understanding of the disaster risk.
**Discussion Activity 1**
Put the participants into five groups and ask the following people their experience and understanding of risk.

- Chiefs
- Teachers
- Government officers (police, Metrology staff in the province)
- Local sailors
- Frequent travelers

Trainer to summarise that everyone has different views or understanding of risk.

**Hazard Assessment** – assessing the nature and behavior of hazard.

- **Force** – which can damage such as wind, water (heavy rain, flood, and river over flow, ground shaking and conflicts).
- **Warning signs and signals** – scientific and original/local signs that hazard is likely to happen.
- **Forewarning** – time between warning and impact.
- **Speed of onset** – quickness of arrival of hazard and its impact sometimes very slow such as 3-4 months in times of drought and 3-4 days in times of cyclone and very quick in earthquake.
- **Frequency** – happening of hazard normally yearly, once every 10 years or once in a lifetime?
- **When** –sometimes hazard happen at a particular time of the year (wet or dry season).
- **Duration** – how long the hazard is felt or present? Does it last for days, weeks or months?

**Discussion Activity 2**
Ask the participants to draw a hazard map of their community and identify elements at risk and why they may be damaged.

Do a SWOT analysis in the community when the disaster strikes.

- **S** - What is the strength of the community when the hazard strikes? e.g. permanent houses, canoe etc.
- **W** - Weaknesses of the community? e.g. laziness and ignorance to prepare before hazards happen
- **O** - What opportunity is there for individuals and families to escape hazards?
- **T** - What are any other threats when hazards happen? How can we contain them?

**Discussion Activity 3**
From the SWOT analysis ask the communities to identify their own strengths, weakness, opportunities and threats when hazard strikes.

**Risk reduction measures (Activities that reduce risk in the community)**

1. **Early Warning**
   Relay a message to the populace in the community about the existence of danger or what can be done to reduce, prevent or minimise disaster.
   *Demonstrate by blowing a horn shell and people coming out from their homes running to a safe place.*
2. Evacuation
Organise the movement of people to a proper and safe place.
*Demonstrate a young person carrying a child to a safe place.*

3. Strengthening food preservation method
Tell the community to practice their traditional way of preserving food and growing of specified which can be eaten during disaster.

4. Public awareness
A method of informing the community about the danger or risk.
*Demonstrate some one is talking to the people in the community about disaster awareness.*

**Damage Needs and Capacity Assessment**

**Disaster event**
- What happened?
- When?
- Where?
- How?
- What are other immediate threats? Who will be affected?

**Damage and loss**
- Who suffered loss and damage to life and property?
- What and where are the damages?
- What community facilities and services are disrupted and non functional?

**Responses of families and the community**
- What emergency responses have been undertaken by the affected families and community?
- What services have the Government and NGOs given?
- Emergency responses – evacuation, evacuation center management, search and rescue, monitoring of the disaster situation, relief assistance, assessment of damage, needs and capacity.

**Plans of the affected families and community**
- What are plans to respond to the emergency situation?
- Who is involved?

**Needs in the emergency period**
- What emergency services and responses are needed?
- How many? How much? When?

**Coordination and Networking**
In disaster management there are various stakeholders who join their hands together to work towards sustainable development in reducing disaster in the communities.
Module 5
Emergency Response

Objectives
At the end of this module, participants should be able to:
- Identify activities of emergency response
- Prevent further worsening of a victim’s situation
- Apply proper thrills to arrest further casualties

Materials Needed:
Copies of handouts on emergency response, flip charts, blackboard, posters

Trainer’s presentation

Session 1
An emergency is a situation where there is immediate threat to the life or to the survival of victims. It is a situation where the immediate survival of the affected population is threatened (CDRC).

Key Terms
Control, coordination, activation, hazards

Background Information
The purpose of this module is introduced the principles and methods of emergency response in disaster management.

Emergency Response
Activities that can save the lives of the people:
- Evacuation
- Search and rescue
- First Aid
- Temporary shelter
- Managing mass casualties
- Evacuation center
- Counseling
- Provision of food and non food items
- Temporary shelter (plastic sheet)
- Emergency repair of critical facilities
- Security measures, tracing family, reunification for cases of displacement
- Legal measures
- Advocacy / issue projection especially for human made disasters

Assessment of risks and analysis of past experience
Any effort to build the capacity of community should start with the assessment of risks to community health. If the area has already been the scene of disasters, the risk assessment must take analysis of past experience as its point of departure.
The following questions should be asked:

- What caused the victims and the damage?
- What were the main difficulties in the relief work?
- What were the problems in the subsequent hours and days?
- Would it have been possible to foresee the disaster?
- What preparedness would have limited the number of victims and the damage?
- What errors were made which must not be repeated?

Questions that concern the local health personnel in particular are:

- What types of emergency cases occurred and what was it possible to do for them?
- What problems were encountered in the treatment of the injured?
- What supplies were lacking?

**Community Clinic**

The establishment of a community clinic can be extremely instrumental in building the capacity of community and reducing the pre, during and post disaster health risks. When a disaster occurs, the clinic in the stricken community may, for some time, be the only health resource available. It can provide health services for the immediate health problems. For this reason it is essential in risk prone areas to prepare the community clinic for any emergency that may occur. In particular, provision of following must be made in the clinic:

- Area for receiving and sorting the injured
- A reserve stock of emergency medicaments
- A stock of medical supplies for use in emergency

**Requirements**

- Logistics
- Damage Needs Capacities Assessment (DNCA)
- Monitoring and reporting
- Coordination and communication between and among victims and service agencies
- Resource mobilisation
- Emergency Operations Center / Committee Formation

**When should emergency response commence?**

- When there is enough monitoring and gathering of relevant and valid data necessary to serve as basis for interventions.
- Overall direction of emergency management activities in designated emergency situation. Authority for control is established or agreed upon in an emergency plan, and carries with it responsibility for tasking and coordinating other units or organisations in accordance with the needs of the situation. A control relates situations and operates horizontally across organisations.
- Coordination, bringing together individuals and organisation to ensure effective emergency management response and recovery, and is primarily concerned with systematic acquisition and application of resources (people, material, equipment etc) in accordance with the requirements imposed by the threat or impact of an emergency. Coordination relates primarily to resources and operates vertically with in an organisation (as a functional of the authority to command), and horizontally across organisations (as a functional of the authority to control).
Activation
Determine when and who activates these arrangements.

When do you activate the plan?
- When there is enough monitoring and gathering of relevant and valid data necessary to serve as basis for interventions.

Describing roles and responsibilities can be used by the planning committee
a. List involved organisations and describe in detail the complete role of each for all hazards. The description of roles and responsibilities by organisation, unit or individual is useful for each commander to review their organisation’s overall involvement. The description by hazard allows the coordinator or anyone else to obtain an overview of roles and responsibilities.

b. List hazards; identify the lead organisations, support organisation and other support organisations (or no role at all for the particular hazard). This layout allows a controller or coordinator to quickly check which is the relevant organisation/s for a given task or situation.

Responsibilities by hazards
The figure below can be used to describe the responsibilities of organisations by hazard.

Responsibilities by hazard

Hazards: _________________

Lead organisation: _________________

<table>
<thead>
<tr>
<th>Task</th>
<th>Support Organisation</th>
<th>Other Organisations</th>
</tr>
</thead>
<tbody>
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</table>

Assigning roles and responsibilities
The assignment of roles and responsibilities must be agreed upon by those involved and the organisations they represent. This agreement is necessary before any further steps in the planning process can be taken.
Emergency Operations Centers: Desk Assignment and Functions

<table>
<thead>
<tr>
<th>Desk Assignments</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>• Manage</td>
</tr>
<tr>
<td></td>
<td>• Accounting and clerical procedures</td>
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<tr>
<td></td>
<td>• Record keeping</td>
</tr>
<tr>
<td></td>
<td>• Public relations</td>
</tr>
<tr>
<td>Services</td>
<td>• Restore services: power, water, communication</td>
</tr>
<tr>
<td></td>
<td>• Maintain law and order</td>
</tr>
<tr>
<td>Construction</td>
<td>• Clear debris</td>
</tr>
<tr>
<td></td>
<td>• Repair damaged infrastructure: roads, bridges.</td>
</tr>
<tr>
<td>Health</td>
<td>• Treat the injured and the sick</td>
</tr>
<tr>
<td>Commerce</td>
<td>• Monitor commercial enterprises and industrial activities to prevent price hiking and corruption</td>
</tr>
<tr>
<td>Logistics</td>
<td>• Relief supplies: receive, store, secure, transport and distribute.</td>
</tr>
<tr>
<td>Agriculture</td>
<td>• Rehabilitate agriculture production</td>
</tr>
</tbody>
</table>

Once the emergency management structure is agreed to by the planning committee or management, the roles and responsibilities of all lead and support organisations can be described.

For each emergency management element, an organisation will have:
- A primary role and, or
- A secondary role and, or
- No role at all

Roles and responsibilities can be described:
- By organisation
- By hazard

Any assignment of roles and responsibilities must be the result of complete agreement and acceptance by each member individual and, or the organisations they represent.

Discussion Activity
Discuss the various types of responses the community can do in preparation before disaster.
Module 6
Community Disaster Management Plan

Objectives
At the end of this module, participants should:
• Be able to plan disaster reduction measures
• Explain the format of the community disaster management plan
• Apply the community disaster management action plan format

Trainer’s Presentation

Session 1
In this module participants will be introduced to hazards, vulnerabilities, and capacities.

Key Terms
Preparedness, Prevention, Mitigation

Background Information
Planning
• The community disaster management plan brings together the community in commitment to reduce disaster risk.
• Guide, road map or blue print in CBDM

What to plan?
Disaster risk reduction measures
• Before the disaster – prevention, mitigation and preparedness
• During disaster – emergency responses
• After the disaster – recovery, rehabilitation, reconstruction, mitigation
• Plan what activities to do before any disaster
• Plan what activities to do during disaster
• Plan what activities to do after disaster
• Who will facilitate doing the activities?
• When will the activities commence?
• Is there any need from any member of the community?

How to plan? Steps in formulating the plan
a. Community Risk Assessment (hazard vulnerability capacity assessment)
b. Identify the objectives and targets of the CDMP
c. Identify the disaster risk reduction measures (solutions to community problems)
d. Determine the resources needed (labor, materials, money, etc.)

Materials Needed
Copies of handouts, posters, blackboard, notes,
How to plan? Format of the Community Disaster Management Plan

1. Brief community profile

2. Community disaster situation
   a. Disaster management activities and services
   b. Tasks and responsibilities
   c. Schedule of timetable
   d. Resources
   e. Guiding polices and procedures

3. Aims of the plan

4. Concepts of operations and polices

5. Annexes (plan details)
   • Maps and tables of community risk assessment and planning
   • List of community residents
   • Directory of organisations and important local government and media contacts
   • List of members of the community disaster management organisation
   • Etc

Key points to consider:
   • Should be based on community risk assessment and the needs of the community
   • Mix of short term, medium and long term disaster management activities to reduce vulnerabilities and increase capacities
   • Anticipate critical parts and work out solutions
   • Conduct community drill or disaster simulation exercise
   • Have periodic review and improvement of the plan

Community Disaster Management Action Plan Format

<table>
<thead>
<tr>
<th>Elements at risk</th>
<th>Activities</th>
<th>Schedule/ Timetable</th>
<th>Responsible</th>
<th>Resources Existing</th>
<th>Resources To look for</th>
<th>Support Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before disaster</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>During disaster</td>
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<tr>
<td>After disaster</td>
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</tr>
</tbody>
</table>

Template or format for Disaster Risk Management Plan
1. Brief description of the community
2. Community disaster risk situation
3. Objectives of the Risk Reduction Plan
4. Risk Reduction Action Plan for the period
<table>
<thead>
<tr>
<th>Activities</th>
<th>When</th>
<th>Organisation</th>
<th>Committee</th>
<th>Person</th>
<th>Existing</th>
<th>To look for</th>
<th>Support Agency</th>
<th>Completion date</th>
</tr>
</thead>
</table>

**Activity**

Give some classic examples and previous activities in relation to these below activities:

- Search and Rescue
- Evacuation
- Relief and Supplies
- Damages assessment
- Care center First Aid
Module 7
Managing Community Training

Training Needs Assessment (TNA)

Definition
Determination, by a variety of methods, of the needed knowledge, skills, values and orientation, experiences and perceptions of the target trainees in a given training.

Objectives
Get to know participants and the organisation.
Participants:
- Number
- Age group
- Sex
- Educational backgrounds
- Work experience
- Status
- Expectations from this training / after the training
- Organisational culture
- Knowledge, skills and attitude (KSA)

Organisation:
- Needs and problems
- Resource available
- Vision, mission, goals
- Programs and service
- Structure
- Plans after the training

Trainers Needs Analysis (TNA)
Trainer’s Perception to be crosschecked with the target group’s perceptions.

TNA Methods:
1. By asking
   - Questionnaires
   - Informal interviews with target participants
   - Group consultation
2. By observing community
   - Organisation, agency membership social interaction
   - Personal
   - Filmed
3. By studying
   - Community organisation / agency files, records, reports
   - Organisational structure and polices
   - Program plans
   - Work samples
   - Performances appraisals
Managing Community Training

Cognitive Style
Cognitive style refers to the way in which people process information. It's important to realise that people process the same information differently.

Different ways people receive and process information may include:
- Audial – primarily by listening. Such people process information best if they hear it. e.g. Lectures, meeting, discussions, audiotapes etc.
- Visual – primarily by seeing. Such people respond best to visual inputs – charts, diagrams, graphs, pictures etc.
- Tactile / Kinesthetic – primarily by touching or experiencing first hand.

People also have different thinking patterns that affect the way they deal with information including:
- Analytical thinkers – those who take a rational, logical approach they like to analyse and synthesis information in an objective way. They take a systematic approach and may focus on the detail, not the wider implications.
- Imaginative thinkers – sometimes associated with lateral thinkers. These people take a flexible and creative approach to information. They can be innovative and radical in their thinking and tend to relate ideas to their own experiences. Unlike linear, analytical thinking, the imaginative style of thinking takes a global or holistic view.

Training Objectives

Aim
Is what the course designer or the trainer wants to achieve for the trainees during the training.

Objective
Is what the trainees required to know, do, or think at the end of the learning process / experience (such as training).

- Training objectives must be stated in behavioral terms by using action verbs especially since they pertain to the acquisition and, or use of knowledge and attitude.
- Behavior as used in training refers to any overt or visible activity displayed or performed by the learner.

Behavioral Objective
Is the behavior the learners demonstrated at the conclusion of the learning experience or process?
- Characteristics of Behavioral Objective. It must state what behavior is desired as the outcome of the training. Thus, it must specify what the learner will be able to do at the end of the training effort which he/ she could not (or as well) do before the training.
- It must state the desired outcomes of the learning experience in terms of observable and measurable actions.
- The learner must be the subject of the sentence i.e., the behavioral objective is written / formulated in terms of the learner’s actions rather than in terms of what the trainers want to do.
Bibliography

ADPC, 1995, *Hazard Assessment and Vulnerability Assessment*, DMC.


Asian Disaster Preparedness center, 2002, *Community Based Disaster Management*.

Asian Disaster Preparedness Center, Community Based Disaster Management, Course handouts, July 8-19, 2002, Bangkok, Thailand.


Ward, B., *Disaster Risk Assessment*, DMC-25 handout, ADPC.