VQA Level: 2

Facilitator Guide

Certificate I in Climate Change and Disaster Risk Reduction

Units 10 and 11: CGRM0316 and CGCA0416

Demonstrate knowledge of disaster risk reduction and climate change mitigation and adaptation

Promote community action to prepare for climate change and disaster risk reduction

Facilitator: .....

Organization: .....

Date: .....

Before you get started…

Dear Facilitator,

This Facilitator Guide (together with the relevant Learner Guide) is aimed at facilitators/trainers who will be assisting learners wishing to complete the following units:

Title:	Demonstrate knowledge of disaster risk reduction and climate change mitigation and adaptation		
VQA code:	CGRM0316	**VQA Level: 2**	**Credits:** 3

Title:	Promote community action to prepare for climate change and disaster risk reduction		
VQA code:	CGCA0416	**VQA Level:** 2	**Credits:** 3

This guide contains all necessary instructions to ensure that learners will attain the expected competencies required by the above-mentioned units. This guide is designed to be used during the presentation of learning sessions for these units. Learners are advised to read the unit of competency outlines in their own time.

Please discuss the unit of competency outlines with the learners to ensure that they understand what they must do to achieve the required outcomes of these units.

There are three guide, namely the Learner Guide, the Learner Workbook and the Facilitator Guide. These guides have been developed to address specific aspects of the learning experience. Each of the guides complements the others.

Make this an enjoyable learning experience!

Context of learning

Nowadays everyone is talking about climate change. A lot of information is available but is not always easy to obtain for people living in rural areas of Vanuatu. Some of us do not pay attention to the topic of climate change and some don't even believe that it is happening. But we are all aware of natural hazards that destroy our lives and our property - cyclones, earthquakes, volcanic eruptions, long periods of drought, floods, landslides, fires, etc. When the effects of a natural hazard become so great that the community cannot handle them by itself, and needs help from outside, the hazard becomes a "disaster".

This course of eleven units entitled "Climate Change and Disaster Risk Reduction" helps us to understand more about climatic changes and disasters that have affected us in the past and at present, and are likely to affect us in the future. Many people say that we cannot do much about these changes and disasters, but this is not true. We can do a great deal to reduce the impacts of climate change and natural hazards, both as individuals and in our local communities, and to adapt to these changes in the future. In fact our communities already have a lot of traditional knowledge that can help in reducing the risks and adapting to change. You have just studied about this in the preceding unit.

The first seven units are at Level 1. These two units, CGRM0316 and CGCA0416, are the third and fourth units at Level 2. They bring together the learning from previous units and focus on how to help communities prepare for climate change and disaster risk reduction. We shall review the common natural hazards affecting Vanuatu that make it one of the most vulnerable countries in the world. After explaining three important elements of disaster risk reduction and applying them to a real life disaster, we shall describe ways of preventing and mitigating disaster risks. Then we shall review measures for adapting to climate change and mitigating greenhouse gas emissions. We will look at steps that communities can take to mobilize for climate change and disaster risk reduction, as well as the role and responsibilities of government agencies and non-government organizations in this field. Finally, we will help the learners to work with a local community in preparing action plans for reducing risks from disasters and climate change.

You, as the facilitator, have the challenge to ensure that the learning materials can be applied to the learners' own context, in other words, to their own situations, their own communities and their own islands. As much as possible, you must help them to refer to local examples of everything that is in the course.

The contextualization of the learning material is a very important step in facilitating the learning experience. You must ensure that enough time and effort is put into this.

How to use this guide…

Throughout the guide information is given specifically aimed at you, the facilitator, to **assist** in the actual presentation of the learning material and/or facilitation of the learning process. Although this guide contains all the information required for attaining competency in these two units, references to additional resources, both printed and electronic, are provided for additional reference by the facilitator and further study by the learner.

Please note that the purpose of this information is merely to **guide** you, the facilitator, and is provided as a suggestion of possibilities. It remains the responsibility of every facilitator to re-assess the learner/s in each learning situation throughout the learning process in order to stay in touch with his or her specific learning needs. The needs of each learner must come first!

As you go through this guide, you will come across certain code words and boxes that will help you to facilitate learning more clearly. They are as follows:

Instructions regarding **activities**, whether to be done in a group or individually, will be provided in this type of box.

Facilitator's 'tip' to give you additional information or to help you and the learners with the answer.

My Notes…

(You can use this box for your own notes/comments.)

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What will you be facilitating, and how will you do it?

The learning experience 6

Time frame 8

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Section 1: Outline common natural hazards (Learner Guide page 15) 11

Section 2: Demonstrate knowledge of disaster risk reduction (Learner Guide page 17) 13

Section 3: Apply the elements of disaster risk reduction to a real life disaster (Learner Guide page 21) 17

Section 4: Outline ways of preventing and mitigating disaster risks (Learner Guide page 24) 20

Section 5: Review measures for adapting to climate change and mitigating GHG emissions (Learner Guide page 32) 24

Section 6: Outline steps to mobilize communities for climate change adaptation and disaster risk reduction (Learner Guide page 38) 27

Section 7: Outline ways in which government agencies and NGOs can help communities to prepare for climate change and disaster risk reduction (Learner Guide page 47) 31

Section 8: Prepare action plans for reducing risks from disasters and climate change (Learner Guide page 61) 40

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What will I do differently next time? 53

The learning experience…

On completion of these two units, the learner will be able to:

- summarize the common hazards affecting Vanuatu;
- explain the meaning of disaster risk reduction and its main elements;
- apply the elements of disaster risk reduction to a real life disaster;
- describe ways of preventing and mitigating disasters;
- summarize measures for adapting to climate change and mitigating GHG emissions at a community level;
- describe steps that communities can take to better organize and mobilize themselves for climate change adaptation and disaster risk reduction;
- describe ways in which government agencies and NGOs can help communities to prepare for climate change and disaster risk reduction;
- work with a local community to prepare action plans for reducing risks from disasters and climate change.

Before starting these two units, the learner is expected to:

- have knowledge and skills acquired through the completion of the previous nine units of competency;
- have knowledge and experience of the impacts of disasters and climate change, and of some of the measures that might be taken to reduce the negative effects of these impacts.
- have knowledge of a local community, especially in terms of leadership structure, cultural and religious practices, and livelihoods
- have basic skills in mapping and the construction and interpretation of graphs and diagrams

In general, upon completion of a unit at Certificate I level, the learner will be able to:

- perform a defined range of routine activities, usually under supervision;
- demonstrate basic practical skills;
- apply thinking skills such as induction and evaluation;
- participate in a team or working group;
- communicate effectively and convey information and ideas.

My notes:

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Time frame

Section of Unit	Hours allocated for tutorials (theoretical learning)	Hours allocated for practical activities and personal study	Hours allocated for field work	Total hours
Orientation	1	1	-	**2**
Introduction to Learner Guide	2	-	-	**2**
Section 1	1	2	-	**3**
Section 2	2	2	-	**4**
Section 3	1	3	-	**4**
Section 4	3	7	-	**10**
Section 5	2	5	1	**8**
Section 6	2	4	-	**6**
Section 7	5	15	-	**20**
Section 8	1	8	7	**16**
Preparation for test	-	2	-	**2**
Summative test	-	1	-	**1**
Whole unit	**20**	**50**	**8**	**78**

Facilitator's checklist

Use this checklist to ensure that you are properly prepared and have all the materials needed for the facilitation of successful learning:

Tick this box when you are ready

PREPARATION

Knowledge of the qualification	I have familiarized myself with the qualification that the learners are aiming to obtain	⇩
Knowledge of the unit standard	I have familiarized myself with the required level of this unit standard	
Knowledge of the unit content	I have sufficient knowledge of the unit content to enable me to facilitate with ease	
Application	I have done enough preparation to be able to deliver the programme	
Contextualization	I am ready to include information that is specific to the local community and to Vanuatu	

ABILITY TO RESPOND TO LEARNERS' BACKGROUND AND EXPERIENCE

Understanding of learners	I know something about my learners' gender, age, background and experience and am ready to deliver the programme accordingly	
Enthusiasm and commitment	I am enthusiastic about this subject and am committed to creating an environment that motivates learning	

MATERIALS AND EQUIPMENT

Learner guides	One for each learner	
Learner workbook	One for each learner	
Facilitator guide	One	
Copy of *Learning about climate change the Pacific way*	One Visual Guide (set of "toolkit" pictures) One Teacher's Guide	
Writing materials	Notebook, pen, pencil, graph paper & rubber per learner	
Other materials	Clipboard for recording information during fieldwork	
Butcher paper	One roll. Alternatively, large sheets of flip chart paper.	
Whiteboard & pens	One whiteboard & set of coloured whiteboard markers	
Blackboard & chalk	One blackboard and coloured chalk	
Data projector	Optional. To be used for power point presentations	
Laptop	Optional. To be used for power point presentations and internet connection. USB flash drive useful.	
Internet connection	Desirable but not always possible	
Attendance register	One	
Course evaluation	One sheet for each learner (copied from p. 39 of the Learner Workbook)	
Portfolio of evidence	One portfolio holder for each learner	
Summative test	One copy for each learner	

Contextualization of content

At this stage, it will be useful for you to go through these two Units and think about the specific information and local examples that should be included in the learning.

Section	Specific examples from the local area, Vanuatu or the Pacific region
1	
2	
3	
4	
5	
6	
7	
8	

Section 1 Outline common natural hazards

Learner Guide: Page 15

After completing this section, the learner should be able to:

1.1 state common types of natural hazards found in Vanuatu and give an actual example of each.

Concepts 1.1	Time frame	Activities related to the concepts
1.1 Ten types of natural hazard and an actual example of each.	**3 hours**	**1.1a, 1.1b, 1.1c**

Please allow learners to complete activities 1.1a, 1.1b and 1.1c in their workbooks:

Type of activity	Resources
1.1a Definitions	Learner Guide
Instructions to give to the learners	
Activity 1.1a: Write down a definition of each of the following terms in a way that you will be able to remember in the future. Try to use your own words.	

Activity 1.1a

Term	Definition
Hazard	Something natural or human-made that may cause disruption of, or damage to, life, property and/or the environment.
Disaster	Sudden accident or natural catastrophe that causes great damage or loss of life. OR: A hazard that strikes a community and the resulting level of impact exceeds the affected community's ability to respond and allow the community to get back to normal.
Disaster risks	Impacts that could happen to life, property and/or the environment if a hazard strikes a community.
Emergency	Sudden disturbance that can cause loss or damage, but which a community can cope with by using its own resources. OR: a situation that requires immediate attention.
Vulnerability	Extent to which a person, family or community is likely to suffer from a hazard or from the effects of climate change.

Type of activity	Resources
1.1b Short answer questions	Learner Guide. Own ideas

Instructions to give to the learners

Activity 1.1b:
Identify the natural hazards that caused the damage shown in the photographs A, B, C, D and E given in Fig. 1 on page 4 of the Learner Workbook.

Activity 1.1b

This can be done as an individual exercise or as pair work.

A. Cyclone
B. Landslide
C. Coastal erosion / sea level rise
D. Flood / Heavy rainfall event / Storm / Cyclone
E. Earthquake

Type of activity	Resources
1.1c Pair work - short answer questions	Learner Guide. Own ideas

Instructions to give to the learners

Activity 1.1c:
In pairs, discuss questions 1 and 2 and record your answers in the spaces provided.

Activity 1.1c

1.

	Hazard / Disaster risk	Actual example
1	Earthquake	Efate. 3rd January 2002.
2	Tsunami	Baie Martelli. 26th November 1999.
3	Tropical cyclone	Cyclone Pam. 12th-14th March 2015.
4	Flooding	South Santo during Cyclone Lusi. March 2014.
5	Drought	*(Use a local example)*
6	Very high temperatures	*(Use a local example)*
7	Coastal erosion	Mele Bay, Efate. All the time. Pele, Efate. All the time.
8	Landslide	Efate. 3rd January 2002.
9	Volcanic eruption	Yasur, Tanna. Every day.
10	Ash fall	Mt Garet, Gaua. November 2009.

2. Because:
- It has a constant risk of earthquakes, volcanic eruptions, ash falls, tsunamis and landslides caused by being situated on the Pacific Ring of Fire.
- It has an annual cyclone season of 6 months.
- El Niño and La Niña weather patterns increase risks of droughts and floods.
- Its islands are exposed to sea level rise, coastal erosion and ocean acidification.
- Small islands are vulnerable to risks from climate change - very hot days, intense cyclones, coastal flooding, coastal erosion, loss of biodiversity, etc.

My notes:

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Section 2 Demonstrate knowledge of disaster risk reduction

Learner Guide: Page 17

After completing this section, the learner should be able to:

2.1 explain the meaning of "disaster risk reduction" (DRR);
2.2 construct a large diagram to show the main elements of DRR (preparedness, response and recovery);
2.3 explain the meaning of each of these three elements, with some examples.

Concepts 2.1, 2.2, 2.3	Time frame	Activities related to the concepts
2.1 Meaning of disaster risk reduction.	**1 hour**	**2.1**
2.2 Diagram to show the main elements of DRR (preparedness, response and recovery).	**1 hour**	**2.2**
2.3 Meaning of preparedness, response and recovery, with examples.	**2 hours**	**2.3**

Please allow learners to complete activities 2.1 and 2.2:

Type of activity	Resources
2.1 Short answer questions	Learner Guide

Instructions to give to the learners

Activity 2.1:
Read pages 15 and 17 of your Learner Guide, then answer questions 1-4.

Activity 2.1

1. A hazard is something natural or human made that may damage or destroy life, property and the environment, while a disaster is when the community is unable to cope with the negative impacts of a hazard and requires help from outside the community in order to recover and get back to normal.

2. All aspects of prevention, mitigation, preparedness, response and recovery that a community may decide to undertake in order to reduce the impacts of present and future hazards.

3. a) Preparedness: Taking steps to prepare for the hazard before it arrives.
   b) Response: Actions taken during the time of the hazard.
   c) Recovery: Helping the community to get back to normal after the hazard.

4. The NDMO coordinates all disaster preparedness, response and recovery operations in Vanuatu. It works alongside local and international NGOs to coordinate DRR and DRM programmes to reduce community vulnerability to national disasters throughout the islands of Vanuatu.

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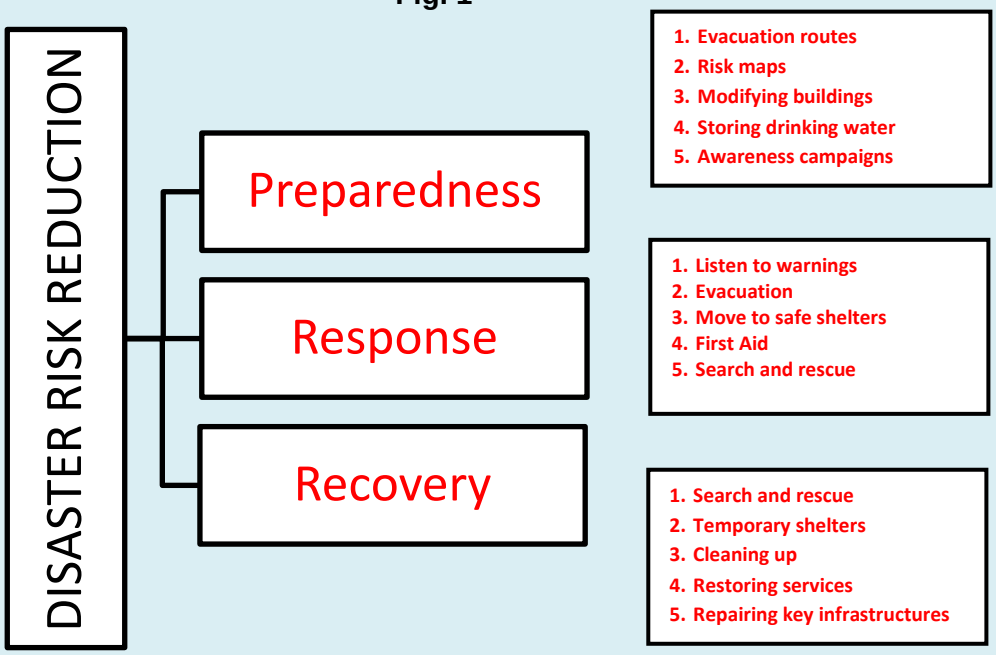
Type of activity	Resources
2.2 Diagram construction	Learner Guide.

Instructions to give to the learners

Activity 2.2
On page 7 of your Learner Workbook, complete the flow chart to show three important elements of disaster risk reduction. In the boxes on the right of the diagram, write down the five examples of preparedness, response and recovery that you think are the **most** important.

Activity 2.2

Fig. 1



Note that the choice of examples of preparedness, response and recovery depends on the individual learner. All answers are acceptable.

My notes:

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Now please allow learners to complete activity 2.3:

Type of activity	Resources
2.3 Pair work: short answer questions	Learner guide. Own ideas
Instructions to give to the learners	
Activity 2.3: Read pages 18-20 of the Learner Guide, then answer questions 1-3.	

Activity 2.3

1.

Word	Meaning	Actual example, with name of place
Prevention	**Stopping the hazard from happening, or being able to reduce vulnerability to its impacts**	**Relocation of Lateau on Tegua island in 2005.**
Mitigation	Taking steps to make the impact of the hazard less severe	Most buildings in Luganville are now fitted with cyclone shutters.
Risk transfer	**Taking steps to ensure that economic losses are shared by the whole community**	Extended family support systems on Pentecost after the 1999 tsunami.
Prepared-ness	Making sure that people are ready to respond to a disaster when it occurs	**Constructing safe shelters, e.g. cyclone shelter on Mataso**
Response	**All actions taken during and immediately after a disaster to protect life and property**	**Listening to warnings broadcast on Radio Vanuatu during Cyclone Lusi**
Recovery	**Helping a community to get back to normal and making it more resilient to future disaster events**	Rebuilding the Ministry of Education in Port Vila after the 2002 earthquake.

2. a) Emergency kit ready for evacuation (left). Boy sheltering under a table and covering his head with his hands - part of a school emergency drill for earthquakes (right.)
   b) Preparedness. Because they show an emergency kit and an emergency drill.
   c) Yes, because if a real earthquake comes, the children will know what to do and will quickly hide under their desks. Also, they have reserves of food and water.

3. Answers will depend on the island. Any five preparedness measures that are found on the island can be given, but make sure that learners indicate where on the island, and when.
   Example: On Efate, families from Namburu moved to shelter in the Ex FOL building just before the arrival of Cyclone Pam on 13th March 2015.

My notes:

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Section 3 Apply the elements of disaster risk reduction to a real life disaster

Learner Guide: Page 21

After completing this session, the learner should be able to:

3.1 describe, for one real recent disaster (e.g. a cyclone, flood, volcanic eruption, earthquake, landslide), how the following were or were not carried out: preparedness, response and recovery.

Concepts 3.1	Time frame	Activities related to the concepts
3.1 Elements of disaster risk reduction in a real recent disaster - preparedness, response and recovery.	**4 hours**	**3.1a, 3.1b**

Please ask the learners to complete activity 3.1a:

Type of activity	Resources
3.1a Pair work - analysis of DRR measures in a real life disaster.	Learner Guide. Own ideas.
Instructions to give to the learners	
Activity 3.1a: Read pages 21-23 of your Learner Guide. Talk together about the various disaster risk reduction measures that were taken, or not taken. Then complete the table provided.	

Activity 3.1a

Here are some possible answers for the eruption on Gaua. Other answers are possible.

Element of DRR	Measures that were carried out	Measures that were <u>not</u> carried out
Prepared-ness	• Priest notified VMGD of the eruption. • VMGD sent assessment team to Gaua. • Seismograph set up to give warning of a possible eruption. • Level 2 alert announced. • Entire population of western Gaua relocated to eastern side. • Further group relocated from NE Gaua. • Assistance from NZ in setting up better monitoring stations. • New volcanic hazards map produced. • Awareness talks given to communities on Gaua.	• Building of safe shelters • Identifying evacuation routes • First Aid training • Storing drinking water • Storing emergency food

(continued on the next page)

Activity 3.1a (continued)

Element of DRR	Measures that were carried out	Measures that were <u>not</u> carried out
Response	• Awareness talks on volcanic risks given to communities on Gaua. • Seeds provided to relocated families.	
Recovery	• Evacuated families returned to their homes in January 2011. • Alert level lowered from 2 to 1.	• Rebuilding health centres and schools • Distribution of rice

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Now please allow learners to complete activity 3.1b:

Type of activity	Resources
3.1b Small group work - analysis of DRR measures in a real life disaster	Ideas from group discussion.

Instructions to give to the learners

Activity 3.1b:
Form small groups of 3-4 learners. Each group should choose a recent disaster event that affected your island or another island in Vanuatu. Find out more about this disaster - when it took place, who were the people affected, what was some of the damage done. Then write a short description of the disaster. Finally, complete a table like the one for 3.1a in which you analyse the DRR measures that were or were not taken.

Activity 3.1b

You should encourage each group of learners to do their own research on a disaster event that affected their island. They should use their own ideas and also consult with knowledgeable people in the local area.

If a group is unable to find a disaster event on their own island, then you can ask them to make use of the example of Cyclone Uma given in the Learner Workbook.

(continued on the next page)

Activity 3.1b (continued)

If the example of Cyclone Uma is chosen, then the table would look something like this:

Element of DRR	Measures that were carried out	Measures that were not carried out
Prepared-ness	• Cyclone warnings broadcast by the Meteorological Department through Radio Vanuatu	• Relocation of people before the cyclone arrived. • Identifying evacuation routes. • School evacuation plans • Emergency drills • Storing drinking water • Storing emergency food • First Aid training • Drawing risk maps • Awareness campaigns
Response	• Evacuation centres set up for homeless people on Efate. • NDC met daily to coordinate distribution of relief supplies.	• Listening to warnings (no radio broadcasts because Radio Vanuatu transmitting station was destroyed).
Recovery	• NDC met daily to coordinate distribution of relief supplies. • Distributing rice and tents • Water, electricity and communications were restored on Efate after two weeks. • Erecting temporary shelters and tents • Houses and offices were rebuilt, some with cyclone proof structures. • Rebuilding health centres and schools. • Planting seeds and tubers. • Repairing infrastructures	

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Section 4 Outline ways of preventing and mitigating disaster risks

Learner Guide: Page 24

After completing this session, the learner should be able to:

4.1 identify traditional measures that can be used to reduce climate and disaster risks;
4.2 identify modern methods used in Vanuatu for preventing and mitigating disaster risks.

Concepts 4.1 and 4.2	Time frame	Activities related to the concepts
4.1 Summary of traditional measures that can be used to reduce disaster risks.	**5 hours**	**4.1a, 4.1b**
4.2 Modern methods for preventing and mitigating natural disaster risks - building design and location, relocation of villages, planting of mangroves, risk mapping, awareness campaigns, establishment of Community Disaster and Climate Change Committees, consultation with local communities, advocating for funding, promotion of community coherence, etc.	**5 hours**	**4.2a, 4.2b**

Please allow learners to complete activity 4.1a in their workbooks:

Type of activity	Resources
4.1a Matching exercise - individual work	Learner Guide.
Instructions to give to the learners	
Activity 4.1a: List the traditional technique in List A with the correct items in List B.	

Activity 4.1a

LIST A	LIST B
TRADITIONAL CULTIVATION TECHNIQUES	1. Everyone in the community is cared for during and after a disaster.
TRADITIONAL BUILDING DESIGNS	2. Agroforestry, mulching and composting.
TRADITIONAL FISHING TECHNIQUES	3. Link agricultural activities with seasonal changes in weather and climate.
TRADITIONAL CALENDARS	4. Mara and putangi techniques.
TRADITIONAL FOOD GARDEN	5. Bush fallow system.
TRADITIONAL METHODS OF FOOD PRESERVATION	6. Low walls, sloping or rounded roofs and lack of windows.
READING SIGNS IN NATURE OF FORTHCOMING HAZARDS	7. Planting trees or bushes at right angles to the direction of slope
TRADITIONAL COMMUNITY SUPPORT SYSTEMS	8. Frigate birds, ants and flying foxes.
PROTECTION FROM EROSION ON SLOPES	9. Taboos on a section of reef, traditional sailing canoes, traditional traps

My notes:

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Now allow learners to complete activity 4.1b in their workbooks:

Type of activity	Resources
4.1b Pair work - learning from your partner	Learner Guide Others' ideas

Instructions to give to the learners

Activity 4.1b:
In Unit CGCR0216, you participated in an activity in which you worked in a small group to learn about a traditional technique for reducing a community's vulnerability to natural hazards. You may have had help from a local expert who taught you the technique and showed you how to demonstrate the technique to others.

You learnt about one of the following traditional techniques:
1. Reading natural indicators of weather, climate, earthquakes and volcanoes
2. Food preservation
3. Building design and construction
4. Cultivation and fishing
5. Protection from erosion on slopes

Now each of you must find someone from another group who learnt about a different technique to the one that you did. This person will be your partner for this activity. In your new pair, you will be an "expert" on one technique, while your partner will be an "expert" on a different technique. You must now share your knowledge with each other.

Please summarize your learning about the new technique in the boxes provided in your Learner Workbook.

Activity 4.1b

It is hoped that by doing this activity, every learner will be able to increase his/her knowledge and skills of another traditional technique.

Alternatively, you may wish to carry out the activity in another way. Remember that the aim is to give the learners a chance to learn one or more new traditional techniques in addition to the ones that they already know.

If you feel that everyone in your group already knows all the traditional techniques sufficiently well, you may decide to omit this particular activity.

My notes:

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Now please ask learners to complete activity 4.2a in their workbooks:

Type of activity	Resources
4.2a True or False?	Learner Guide
Instructions to give to the learners	
Activity 4.2a: Read again pages 27-32 of your Learner Guide, then state whether statements 1-10 are TRUE or FALSE.	

Activity 4.2a

1. F; 2. T; 3. F; 4. F; 5. T; 6. T; 7. T; 8. T; 9. F; 10. T

My notes:

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Please ask learners to complete activity 4.2b in their workbooks:

Type of activity	Resources
4.2b Pair work - analysis of risk maps	Learner Guide. Own ideas
Instructions to give to the learners	
Activity 4.2b: Answer questions 1, 2 and 3 in your Learner Workbook.	

Activity 4.2b

1. a) Around the crater, because there the danger of lava flows, falling bombs and ash, and poisonous gases is the greatest. Along stream valleys leading from the crater, because the water in the lakes can combine with hot ash and cause mudflows that run down these stream valleys.
   b) The safe areas are in the north-east and south west, but only along the coast. There are areas of medium hazards that stretch from the crater to Devil's Rock and from the crater to Lolowai.

(continued on the next page)

Activity 4.2b (continued)

2. a) Paama, Epi, Tongoa, Emae, other Shepherd islands.
   b) 11am on 13th March 2015.
   c) Efate, Erromango, Tanna, Aniwa, Futuna, Aneityum. Yes.
   d) (i) Its size or extent. It covered almost all the islands of Vanuatu at the same time, bringing heavy rainfall and strong winds over a distance of over 300km.
   (ii) Its intensity. It was a category 5 cyclone for almost 2 days during its passage through Vanuatu.

3. Perhaps not. They would not be able to obtain such maps unless they had a computer or a mobile phone with access to the Internet. On the Internet, they would have to access the NAB Portal or the VMGD cyclone and volcanic warning sites. The cyclone warning map might be easier to access by Internet than the volcanic hazard map.

My notes:

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Section 5 Review measures for adapting to climate change and mitigating GHG emissions

Learner Guide: Page 32

After completing this session, the learner should be able to:

5.1 demonstrate skills and knowledge of appropriate measures for adapting to climate change and mitigating GHG emissions at a community level in Vanuatu.

Concepts 5.1	Time frame	Activities related to the concepts
5.1 Measures for adapting to climate change and mitigating GHG emissions at a community level.	**8 hours**	**5.1a, 5.1b, 5.1c**

Please allow learners to complete activity 5.1a in their workbooks:

Type of activity	Resources
5.1a Interpretation of a diagram	Learner Workbook.

Instructions to give to the learners

Activity 5.1a:
Look at the diagram. What are some of the things it is telling us about our future environment in Vanuatu?

Activity 5.1a

We must expect a decrease in dry season rainfall, an increase in wet season rainfall, more extreme rainfall days, an increase in temperature, more very hot days, less frequent but more intense cyclones, sea level rise and an increase in ocean acidification.

Now please allow learners to complete activity 5.1b in their workbooks:

Type of activity	Resources
5.1b Pair work - picture interpretation	Learner Guide. Own knowledge and observations.

Instructions to give to the learners

Activity 5.1b:
In pairs, study and discuss the two pictures of the imaginary Pacific island known as Pasifika. The first picture (Fig. 6) shows the island **before** measures were introduced for adapting to climate change and mitigating greenhouse gas emissions. The second picture (Fig. 7) shows the island **after** adaptation and mitigation measures have been introduced.

Your task is to identify the measures that have been introduced, indicate whether they are adaption or mitigation measures (or both), and provide an example of the measure from your island or from elsewhere in Vanuatu. Write your answers in the table on page 18 of the Learner Workbook.

Activity 5.1b

Measures introduced	Adaptation (A) or Mitigation (M) ?	An example from Vanuatu
Marine protected area	A	Nguna-Pele
Using sailing canoes for fishing	A, M	Maskeleyne islands?
Replanting mangroves on the shore	A, M	Pentecost
Planting trees on the beach	A, M	Pentecost, Pele
Agroforestry	A, M	Santo, Efate, Tanna
Cattle shed with water tank	A	Efate
Composting	A	All islands

(continued on the next page)

Activity 5.1b (continued)

Measures introduced	Adaptation (A) or Mitigation (M) ?	An example from Vanuatu
Planting trees on slopes	A, M	Aneityum
Walking and using bicycles	M	
Strong corrugated iron roofs on buildings	A	
Solar panels on roofs of school buildings	M	
Aquaculture / fish breeding in ponds	A	Santo, Efate
Intercropping and crop rotation	A	
Pig breeding	A	Pele
Water tanks next to many houses	A	
Cyclone-proof buildings	A	Efate, Santo
Burying rubbish	M	Pentecost, Efate
Solar fruit drying	A	Efate
Wind turbines	M	Devil's Point, Efate
Use of biogas	A, M	Pele

My notes:

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Next, please allow learners to complete activity 5.1c in their workbooks

Type of activity	Resources
5.1c Pair work - learning from your partner	Learner Guide. Others' ideas.

Instructions to give to the learners

Activity 5.1c:
In Unit CGCA0716, you participated in an activity (8.3) in which your class prepared a public display of adaptation and mitigation measures. Your class made use of materials on adaptation that you had already prepared in activity 6.3 of the same Unit, as well as information on fishing techniques and mitigation activities. Each of you became an expert on one or more of the 21 measures that are listed in your Learner Workbook.

Now select a technique that you would like to know more about. Please go and find another learner who can teach you about it. Form a pair with this person and share your knowledge with each other. In this way, you become a more useful resource person on mitigation and adaptation techniques. Summarize your learning about the new technique in the box provided.

Activity 5.1c

It is hoped that by doing this activity, every learner will be able to increase his/her knowledge and skills of another adaptation or mitigation measure.

Alternatively, you may wish to carry out the activity in another way. Remember that the aim is to give the learners a chance to learn one or more new techniques of adaptation or mitigation in addition to the ones that they already know.

If you feel that everyone in your group already knows a lot of knowledge about adaptation and mitigation techniques, you may decide to omit this particular activity.

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Section 6 Outline steps to mobilize communities for climate change adaptation and disaster risk reduction

Learner Guide: Page 38

After completing this session, the learner should be able to:

6.1 identify the primary roles and responsibilities of a Community Disaster and Climate Change Committee (CDCCC);

6.2 state the links between community, provincial and national agencies involved in climate change adaptation and disaster risk reduction.

Concepts 6.1 and 6.2	Time frame	Activities related to the concepts
6.1 Primary roles and responsibilities of a Community Disaster and Climate Change Committee (CDCCC).	**3 hours**	**6.1a, 6.1b**
6.2 Links between CDCCCs, Provincial Disaster and Climate Change Committees (PDCCCs), the National Disaster Management Office (NDMO) and the National Advisory Board for Climate Change and Disaster Risk Reduction (NAB).	**3 hours**	**6.2**

Please ask the learners to complete activity 6.1a in their workbooks:

Type of activity	Resources
6.1a Complete the missing words	Learner Guide.
Instructions to give to the learners	
Activity 6.1a: Read pages 38-40 again, then complete the missing words in sentences 1-10.	

Activity 6.1a

1. A Community Disaster and Climate Change Committee is a body set up at local community level to look after **disaster risk reduction** and preparation for climate change.
2. A CDCCC serves a community with a population of between **50** and **500** people. The three elements of disaster risk reduction for which it is responsible are **preparedness, response and recovery**. It is also responsible for helping the community to become more **resilient** to **climate change**.
3. A CDCCC must try to find out the community's **strengths** or assets that will enable it to become more resilient to risks.
4. A CDCCC works with school **safety** committees and develops a community **response plan** for coping with disasters.
5. A CDCCC communicates all official **warnings** and **alerts** about a hazard that are received from the NDMO or the VMGD.
6. One of the preparedness measures undertaken by a CDCCC is to conduct **awareness** programmes on disaster risk reduction and climate change.
7. One of the response measures undertaken by a CDCCC is to assist **vulnerable** community members to get to safe areas.
8. Two of the recovery measures undertaken by a CDCCC are to assist with the distribution of **relief** supplies to households, and to encourage the community to **'build back better'** after the hazard has passed.
9. Members of a CDCCC include representatives of people with **disabilities** and the **elderly**.
10. The community response plan produced by a CDCCC is approved by the **NDMO**.

My notes:

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Now please invite the learners to complete activity 6.1b:

Type of activity	Resources
6.1b Discussion in pairs	Learner Guide. Own ideas
Instructions to give to the learners	
Activity 6.1b: In pairs, discuss questions 1-5 and write down your answers.	

Activity 6.1b

1. Because NGOs are concerned with working to improve the lives of people at the grassroots, especially those who are the most vulnerable, or who suffer from poverty or sickness. Therefore they want to establish CDCCCs in order to make vulnerable communities more resilient to disasters and the negative impacts of climate change.

2. Any of the following:
   - They use the initial assessment forms provided by the NDMO.
   - They communicate information on disaster impacts to the NDMO.
   - NDMO approves documents developed by a CDCCC, e.g. the community response plan
   - The NDMO communicates disaster warnings and alerts to CDCCCs.
   - The NDMO helps CDCCCs with their training and awareness programmes.

3. Possible answers include the following:
   - People might not want to follow the advice of a CDCCC regarding evacuation.
   - It may be hard to contact people who live a long way away from the main village.
   - The onset of the hazard may be quicker than expected, and people may be unprepared.

4. So that their interests and needs are heard. For example, those unable to walk or run must express their need for assistance to get to a safe place.

5. Many answers are possible. For example:
   - Because all communities on Efate are close to Port Vila and can quickly get help from the national headquarters of the NDMO, VMGD, Red Cross, etc.
   - Because there are more villages / local communities on Tanna than on Efate.

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Now please allow the learners to complete activity 6.2:

Type of activity	Resources
6.2 Pair work - short answer questions on the Fes Komuniti Assessmen Fom.	Learner Guide. Own ideas.
Instructions to give to the learners	
Activity 6.2: Answer questions 1 to 7. Refer to the "Fes Komuniti Assessmen Fom" on pages 42, 43, 44 and 45 of your Learner Guide.	

Activity 6.2

Before starting this activity, carefully ready through the "Fes Komuniti Assessment Fom" with the learners to ensure that they understand it.

1. To provide a summary of injuries, loss of life and damage done in the community, so that the NDMO knows whether or not it is necessary to provide assistance.
2. Roads, tracks/footpaths, anchorages/wharves, airports. (Also accept: "*rod blong trak, smol rod blong wokbaot, pasis blong bot, eapot"*)
3. Spring water, rivers (for drinking water), underground wells, wells operated by hand pumps, water supplies powered by electricity. (Also accept: "*spring wota we i kamaot long kraon, riva blong dring, well we i stap andanit lo graon, han pam well, wota saplae we i yusum elektrisiti, narafala ples.*")
4. Because the use of soap can kill germs that gather on hands through contaminated water, or after using the toilet, or after touching decomposed food or dead animals. In other words, the use of soap maintains hygiene in the community when water supplies may be contaminated.
5. Babies and infants ("*bebe*") (0-5 years); children and youth ("*pikinini*") (6 to 17 years); men and women ("*man mo woman"*) (18 to 59 years); old people ("*olfala man mo woman"*) (60 years and over).
6. Deaths, severe injuries, minor injuries, missing, disabled, pregnant women. (Also accept "*ded, bigfala kil, smol kil, lus, handikap, gat bel*")
7. Village, island, number of people needing drinking water, deaths, number with severe injuries, number with minor injuries, number of people missing, number of homes destroyed. (Also accept: "*vilei, aelan, wota, ded, biafala kil, smol kil, lus, haos damei*")

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Section 7

Outline ways in which government agencies and NGOs can help communities to prepare for climate change and disaster risk reduction

Learner Guide: Page 47

After completing this session, the learner should be able to:

7.1 identify the government agencies that are helping communities to prepare for climate change and disaster risk reduction, and demonstrate how they can be contacted for advice and in emergencies;

7.2 identify the various NGOs operating in Vanuatu that are helping communities to prepare for climate change and disaster risk reduction, and demonstrate how they can be contacted for advice and in emergencies;

7.3 discuss the responsibilities and accountabilities of government agencies and NGOs in providing services to communities that enable them to adapt to hazards and climate change;

7.4 identify some of the tools that are helping communities to prepare for climate change and disaster risk;

7.5 produce eye-catching posters that present key hazard messages being promoted by government agencies and NGOs.

Concepts 7.1, 7.2, 7.3, 7.4, 7.5	Time frame	Activities related to the concepts
7.1 Government agencies that help communities to prepare for CC and DRR.	**3 hours**	**7.1**
7.2 NGOs that help communities to prepare for CC and DRR.	**3 hours**	**7.2**
7.3 Responsibilities and accountabilities of government agencies and NGOs in providing services to communities that enable them to adapt to hazards and climate change.	**3 hours**	**7.3**
7.4 Tools that help communities prepare for climate change and disaster risk reduction	**2 hours**	**7.4**
7.5 Key hazard messages and alerts	**9 hours**	**7.5a, 7.5b**

Please allow learners to complete activity 7.1:

Type of activity	Resources
7.1 Group work - research	Learner Guide. Telephone directory. Information from the community. Own ideas

Instructions to give to the learners

Activity 7.1:
Form small groups of 3-4 learners. Each group must try to find out the main government agencies involved in helping communities to prepare for climate change and disaster risk reduction, and how they can be contacted. Do this research through mobile telephones or by asking knowledgeable people in the community. If you are lucky, you may also have access to a computer and internet connection. Record your findings by completing the table in the Learner Workbook.

Activity 7.1

The information is liable to change. For you as facilitator, please do your own research and complete the empty boxes yourself, ready to guide your learners.

Name of agency of Vanuatu Government, other government or international body	Contact person on your island	Contact details in Vila, Luganville or overseas
National Advisory Board on Climate Change and Disaster Risk Reduction (NAB)		• www.nab.vu • commp@meteo.gov.vu • NAB, PMB 9054, Port Vila. • Manager, NAB Secretariat / PMU, piccap@vanuatu.com.vu Tel: 774 4388
Vanuatu Meteorological and Geo-hazards Department		Tel: 24686
National Disaster Management Office		
Department of Agriculture and Rural Development		**DARD: PMB 002, Vila. Tel. 36728**
VARTC		**VARTC: PO Box 231, Santo. Tel: 36320**
Department of Livestock and Biosecurity		PMB 9095, Port Vila Tel: 23519 / 33580
Department of Fisheries		

(continued on the next page)

Activity 7.1 (continued)

The information is liable to change. For you as facilitator, please do your own research and complete the empty boxes yourself, ready to guide your learners.

Name of agency of Vanuatu Government, other government or international body	Contact person on your island	Contact details in Vila, Luganville or overseas
Department of Forests		
Department of Environmental Protection and Conservation		
Department of Tourism		
Public Works Department		
USAID		
GIZ & SPC CCCPIR		Dr Christopher Bartlett PO Box 306, Vila. Tel. 29594
AusAID		
NZAID		
JICA		
(left blank for additional government agencies to be added)		
University of the South Pacific PACE-SD		PACE-SD, Laucala Bay, Suva Tel: 679 3232894; www.usp.ac.fj/pace/
SPREP / PACC		
SPREP / PIGGAREP		
SPC/SOPAC		
UNDP		
UNESCO		
UNICEF		
World Bank		
World Meteorological Organization		
Food and Agricultural Organisation		

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Next, please ask the learners to complete activity 7.2:

Type of activity	Resources
7.2 Group work - research	Learner Guide. Telephone directory. Information from the community. Own ideas

Instructions to give to the learners

Activity 7.2:
Form small groups of 3-4 learners. Each group must try to find out the main non-government organizations involved in helping communities to prepare for climate change and disaster risk reduction, and how they can be contacted. Do this research through mobile telephones or by asking knowledgeable people in the community. If you are lucky, you may also have access to a computer and internet connection. Record your findings by completing the table in the Learner Workbook.

Activity 7.2

The information is liable to change. For you as facilitator, please do your own research and complete the empty boxes yourself, ready to guide your learners.

Name of NGO	Contact person on your island	Contact details in Vila, Luganville or overseas
VANGO **(Vanuatu Association of Non-Government Organizations)**		
CARE INTERNATIONAL		www.care-international.org www.careinternational.org.uk
RED CROSS VANUATU **FRENCH RED CROSS**		www.redcross.org.au/red-cross-in-vanuatu.aspx
SAVE THE CHILDREN AUSTRALIA		http://www.savethechildren.org.au/
OXFAM		www.oxfam.org.au/2014
LIVE AND LEARN ENVIRONMENTAL EDUCATION		www.livelearn.org. Tel. 27448 email vanuatu@livelearn.org Erakor House, PO Box 1629, Port Vila.
WAN SMOLBAG		Wan Smolbag Haos, Tagabe, Port Vila. PO Box 1024, Port Vila. Tel: 27119 / 27464 email: kontaktem@wansmolbag.org

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Next, please ask the learners to complete activity 7.3:

Type of activity	Resources
7.3 Report on class discussion	Learner Guide. Ideas from class discussion. Own ideas.
Instructions to give to the learners	
Activity 7.3: After you have discussed the questions on page 53 of the Learner Guide, please record your views in the table provided.	

Activity 7.3

There will be different points of view. All answers are acceptable. Here are some suggestions.

Why should the Vanuatu Government and its agencies take actions to help villages and communities to prepare for climate change?	Because the Government is there to serve the people and look after them. Because coastal communities are so vulnerable to disasters and climate change, the Government must take steps to look after them.
Why do many NGOs feel that they must get involved in working at community level to help people become more resilient to hazards and climate change?	Because NGOs work at grassroots level to improve livelihoods and living conditions. They are concerned with helping poor and vulnerable people. Therefore they will naturally want to help with programmes that help people to become more resilient to the impacts of disasters and climate change.
Do you think that the Vanuatu Government and its departments is doing enough to build resilience at community level? If not, what else should it be doing?	??
What can a community do if it feels that it is not getting enough help to become more resilient to disaster risks and climate change?	• It can contact VMGD, NDMO, NAB or all of them. • It can talk to the Provincial Government or Area Council Secretary. • It can lobby the local MP. • It can contact SPC-GIZ, Red Cross, Care International. Save the Children, Live and Learn, etc.

My notes:

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Next, please ask the learners to complete activity 7.4:

Type of activity	Resources
7.4 Complete the missing words	Learner Guide
Instructions to give to the learners	
Activity 7.4: Read pages 54-60 in your Learner Guide, then complete the missing words in sentences 1-8.	

Activity 7.4

1. Some of the modern tools for helping communities to prepare for climate change and **disaster risk reduction** are: **mobile** phones; mobile **Internet**; television; communication by **texting**; using the **Internet** to access latest cyclone and tsunami warnings from the **VMGD** and from meteorological departments in **Fiji, New Caledonia and Australia**. There are also the **NAB** Portal and social media sites such as **Facebook**.
2. The NAB Portal enables users to download and to **upload** information. It is open to anyone who has access to the **Internet**.
3. During and after a hazard, you can ring the number **166** to report on damage in your community.
4. Cyclone warnings are given out from the time that a cyclone is first identified in **Vanuatu waters**, and continue until the cyclone has **moved outside Vanuatu waters**.
5. The **NAB** has approved a set of key hazard messages for **households** and **individuals** to consider and **undertake** before, **during** and **after** a hazard. There are key messages that apply to **all hazards**. There are also specific messages for **droughts, earthquakes, landslides, tsunamis, floods, volcanoes, cyclones and pandemics.**
6. One of the key hazard messages is that you should make an **evacuation** plan, meaning that you should know your **shelter destination**, evacuation **route**, and **transportation method**.
7. Before a hazard arrives, you should store **food** and **water** at home, at work and at **school**.
8. For volcanic eruptions, a level three alert means that there is high risk near the **crater**, along **stream** valleys and in the **red** and **yellow** zones on **risk** maps.

My notes:

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Now please allow the learners to complete activity 7.5a:

Type of activity	Resources
7.5a Group work - Making posters of key hazard messages for cyclones	Learner Guide. Own ideas

Instructions to give to the learners

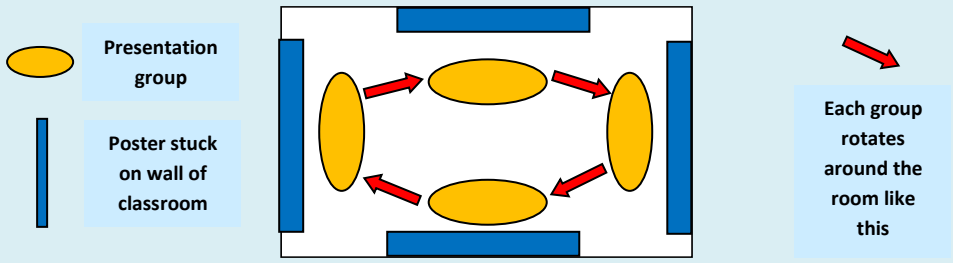
Activity 7.5a:
Firstly, you must study the key messages for cyclones given on pages 29 and 30 of your Learner Workbook. Then you should form groups of 3-4 learners and follow the steps given on page 28 of your Learner Workbook. You will be drawing posters and then presenting them to the other learners.

Activity 7.5a

You should make sure that you have four groups with four learners in each, and that each group selects **one** of the groups of key messages, as indicated on page 28 of the Learner Workbook. Encourage each group to show its messages on one or more large sheets of paper in an exciting and eye-catching manner.

For presentation purposes, you should follow the "carousel" method, as follows:

Because there are four topics, there should be exactly four learners in the first group that is formed for preparing the poster. Then when the new groups are formed for the presentation, there will be four persons in each, with one who is an "expert" on each poster. One group will contain all the number 1s from the first groups, another will contain all the number 2s, and so on. Each of the new groups stands in front of one of the posters, and the person who knows about the poster will make his/her presentation. After about 5 minutes, you give a signal, and all the groups move to the next poster. This process continues until all groups have visited all posters. They circulate like this:



(continued on the next page)

Activity 7.5a (continued)

If you have between 17 and 19 learners in the class, you can put more than four in each of two groups, and then when they give themselves a number, two of them can have the same number and so share in the presentation of the group's messages. If you have 20 learners in the class, you divide up the messages into five groups instead of four, so that you have five groups of four learners. You could divide up the messages like this:

Group 1: C1 to C4
Group 2: C5 to C9
Group 3: C10 to C13
Group 4: C14 to C18
Group 5: C19 to C23

If you have less than 16 learners, you can reduce the number of groups and give each group more messages. For example, you could have just three groups, who would draw posters to cover these messages:

Group 1: C1 to C8
Group 2: C9 to C15
Group 3: C16 to C23

In this case, you might have more than three learners in each group, so when they number off in their groups, there would perhaps be two number 1s, two number 2s and only 1 number 3. Then those who share a number would also share the reporting on the messages.

This is a very good method of helping your learners to speak about a topic. Everyone has to speak about his/her poster, but only to a small group.

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Finally, please allow the learners to complete activity 7.5b:

Type of activity	Resources
7.5b Pair work - Making a response plan for your Training Institution	Learner Guide. Own ideas
Instructions to give to the learners	
Activity 7.5b: Form pairs. Each pair should then make a response plan for what to do if an earthquake or fire affects your Training Institution when all the trainees are inside. Please read page 30 of your Learner Workbook to see the kinds of actions that could go in your plan.	

Activity 7.5b

You can read together through the guidance notes given in the Learner Workbook, and you as facilitator may be able to add further explanations and suggestions.

The response plan produced by each pair should include the following items, and anything else that may be relevant for your area:

1. Changes you would make to the buildings of your Training Institution to make them safer during an earthquake or a fire.
2. Where to assemble in order to find out whether everyone is present.
3. Plans to evacuate to a safe place in case a tsunami follows the earthquake, including the location of a safe place and a quick evacuation route.
4. Designing a drill so that everyone can practice what to do during the earthquake or fire.
5. Any other measures that learners feel are important.

You can also suggest to the learners that they should draw a map of their Training Institution and its surrounding area. The map should be drawn on a large sheet of paper. On this map, they can mark the exits from the building that should be used in emergencies, as well as the assembly area and the evacuation route to a safe place.

When the plans are complete, invite each pair to pin up its map on the classroom wall and to refer to this map when the pair talks to the rest of the class about its response plan.

It will be very interesting, too, if some of the pairs can get all the learners practicing the escape drills that they have devised.

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Section 8 Prepare action plans for reducing risks from disasters and climate change

Learner Guide: Page 61

After completing this session, the learner should be able to:

8.1 propose an action plan to enable a local community to cope with disaster risks and the impacts of climate change;
8.2 consult with representatives of this local community to share, seek feedback on, and revise this proposed plan.

Concepts 8.1 and 8.2	Time frame	Activities related to the concepts
8.1 Proposed action plan for a local community for coping with disaster risks and the impacts of climate change, and for building up the community's adaptive capacity.	**10 hours**	**8.1a, 8.1b, 8.1c**
8.2 Consultation with representatives of a local community to share, seek feedback on, and revise the proposed action plan, always ensuring that the interests of women and other vulnerable groups are represented.	**6 hours**	**8.2**

Please allow the learners to complete activities 8.1a and 8.1b:

Type of activity	Resources
8.1a Individual work - recording your ideas for an action plan for the local community	Learner Guide. Own ideas

Instructions to give to the learners

Activity 8.1a:
Firstly, discuss the following question with your facilitator and the other learners. If there is a CDCCC in the area, some of the members of this committee could also be invited to participate.

"What are some the main elements of an action plan for a local community that will build up its capacity to adapt to disaster risks and the impacts of climate change?"

You could think about evacuation routes, safe areas, safe buildings, tree planting schemes, building designs, protection of vulnerable people, awareness talks, safety drills and many other things. Note down your ideas in the box provided.

Activity 8.1a

It is important for all of you to discuss this question together. If possible, you should invite representatives of the local CDCCC (if there is one) to be present. Ask everyone to suggest some of the things that could go in such a plan. You or one of the learners can record all the ideas on the blackboard. Don't make this session too long - just enough to record some of the ideas. You don't have to write down everything. Leave the learners to do some thinking for themselves. Consult the CDCCC to see what has already been planned.

Then ask each learner to note down the ideas that he/she thinks are good, and to add any others that could be useful. When they do this, let each person work on his or her own, so that they can think carefully about what they are recording.

Type of activity	Resources
8.1b Making a simple risk map of the chosen community.	Original risk maps drawn in CGHR0116 and CGHV0116. Learner Guide. Own ideas

Instructions to give to the learners

Activity 8.1b:
In the space provided, draw a simple risk map of your chosen community based on the one that you already drew in CGHR0116 and CGHV0116. This time, just show the areas a high risk, moderate risk and low risk.

Activity 8.1b

This can be done as an individual or a paired activity. The object is to simplify the map that was drawn previously in Unit CGHR0116. This will help in making the community action plan. For example, it will highlight the areas that are the most vulnerable, and possible places of safety.

The map can be drawn in each person's Learner Workbook. Later, when you work in a group on Activity 8.1c and Activity 8.2, ideas from the different maps can be combined into one map that is used by the whole group.

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Now please allow the learners to complete activity 8.1c:

Type of activity	Resources
8.1c Group work - making an action plan for the local community	Learner Guide. Own ideas. Ideas discussed in Activity 8.1a. Simplified risk map. Key hazard messages for all hazards and for cyclones.

Instructions to give to the learners

Activity 8.1c:

Form small groups of 3-4 learners. In each group, put together the ideas you discussed in Activity 8.1a. Also make use of the simplified risk map that you drew in Activity 8.1b. Additional sources of information are the key messages for all hazards that are given in your Learner Guide and the key messages for cyclones given on pages 29-30 of this Learner Workbook.

Then it is up to your group to make a proposed action plan to help your chosen community cope with the impacts of hazards and climate change. If you have decided that each group will work in a different community, then each group prepares an action plan for that community. But if, in consultation with your facilitator and members of the local CDCCC, your class decides that you will all work together in the same community, then all of you will have to put your ideas together to make the plan.

Later you will present your plan to the community or communities that you have chosen. You will need to be able to talk clearly about your proposals, and you may wish to practice doing this.

Activity 8.1c

Allow plenty of time for preparing the community action plan - at least 4 hours. Encourage the groups to go and visit their communities when making their plans, so that they can see whether their ideas make sense in the field.

You may have arranged with the learners for different groups to work in different communities. On the other hand, you and the local CDCCC may prefer to have everyone working together in the same community. If this is the case, then you will need to make sure that all learners are involved in some way in the preparation of the plan.

Encourage groups to practice their presentations before they undertake the final activity, 8.2.

My notes:

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Finally, please allow the learners to complete activity 8.2:

Type of activity	Resources
8.2 Group work - consultation with the community	Community action plan prepared in Activity 8.1c. Large copy of simplified risk map for the community

Instructions to give to the learners

Activity 8.2:

If you are working in separate groups, you should now go and consult with representatives of your chosen community about the action plan you are proposing. If you are working as one large group in just one community, you will need to plan out your presentation to the community in a way that all learners have a part to play.

If there is a Community Disaster and Climate Change Committee in the area or community, you will need to work alongside this committee. Its members may already have a good idea of suitable measures for the community, and quite possibly will know more than you do. So their comments will be most valuable.

In your meeting or meetings with community representatives, try to present your plan and get feedback from the people present. Show them a large copy of the simplified risk map that you have produced.

It is important to have conversations with both women and men, and with representatives of different vulnerable groups in the community, so that their interests are represented.

After these consultations, you can revise your plan and then give it to the community and/or the CDCCC, remembering to make a copy for yourselves. You can use the space below for making a copy of your final plan.

Thank you for all your efforts in working with your local community.

Activity 8.2

Allow plenty of time for the groups to consult with their community or communities - at least 5-6 hours.

It is important for you and/or the learners to work closely with the Community Disaster and Climate Change Committee in the community, if there is one. If there is no CDCCC, then groups can work with representatives of the community, or with individual households, or with groups of households in different parts of the village.

Remind the groups that they should try and ensure that they consult women as well as men, and that vulnerable groups such as the disabled and the elderly are represented in the meetings.

Also remind them to note down all the suggestions that are given during their consultations with the CDCCC, with community representatives, or with individual households.

Remember that this is like the climax of the whole programme that your learners have been following on climate change and disaster risk reduction. It is where they put their learning into practice. Always remind them that they must proceed with great respect and wisdom, not only for their own sake, but for the sake of future occasions when you will want to return to the community to carry out a similar exercise with your learners.

My notes:

Appendix: additional photos of Cyclone Pam

Here are a few additional photos showing the effects of Cyclone Pam when it hit Vanuatu in March 2015, as well as some of the response and recovery measures involved. You can use them to illustrate some of the aspects of disaster risk reduction.

Fig. 2:

Damaged houses in Port Vila. Photo taken the morning after the cyclone hit Efate during the night of 13th March 2015.

Isso Nimhei, 2015

Marc Hénon, 2015

Fig. 3: Lenakel Presbyterian College, Tanna, six days after Cyclone Pam.

Graham Crumb, Humans of Vanuatu, 2015

Fig. 4: Washing clothes in the Tagabe river at Blacksands, Efate, amidst debris produced by Cyclone Pam. Photo taken on 27th March 2015.

Levi Tarosa, 2015

Fig. 5:

Rebuilding the Teouma road bridge, Efate, which was badly damaged by the cyclone. Photo taken on 24th March 2015.

Fig. 6:

Volunteers from the Vanuatu Red Cross unpack relief supplies as soon as they arrive on the planes. Photo taken on 16th March 2015

Koroi Hawkins, Radio New Zealand International, 2015

Fig. 7:

After the cyclone, UNICEF provided school bags for primary school students.

Levi Tarosa, 2015

Koroi Hawkins, Radio New Zealand International, 2015

Fig. 8: Devastation on the island of Mataso. People here had no water, shelter or medicine for 6 days. Photo taken on 23rd March 2015.

Koroi Hawkins, Radio New Zealand International, 2015

Fig. 9: Helping to fill two thousand 10 litre water containers to send to the Shepherd Islands. There was only one hose pipe ! Photograph taken on 20th March 2015

Isso Nimhei, 2015

Fig. 10: Damage to the operating room at Lenakel Hospital, Tanna. Photograph taken on 17th March 2015

Isso Nimhei, 2015

Fig. 11: Damaged yam garden on Tanna. Photograph taken on 17th March 2015

Koroi Hawkins, Radio New Zealand International, 2015

Fig. 12: Mothers and babies waiting to be vaccinated against measles at Vila Central Hospital. Photograph taken on 19th March 2015.

Pierce, C., 2015

Fig. 13: Temporary classrooms at Kawenu Primary School, Port Vila, following damage to the school caused by Cyclone Pam. Photo taken on 27th May 2015.

Pierce, C., 2015

Fig. 14: An example of « building back better ». After Cyclone Uma in 1987, the Vanuatu Curriculum Development Unit was constructed with a rounded roof. The building suffered hardly any damage from Cyclone Pam. Photograph taken on 27th May 2015, two months after the cyclone.

Illustrations

Illustration and page number	Source
Cover	Secretariat of the Pacific Community (SPC) and Deutsche Gesellschaft für Internationale Zusammenarbait GmbH (GIZ), 2014, *Learning about Climate Change the Pacific Way: A Visual Guide – Vanuatu*. Accessed on 12th December 2014 at http://www.spc.int/images/climate-change/cc-project/Vanuatu-complete.pdf
Fig. 1 (p. 15)	Pierce, C., 2007, C*ompleted diagram to show the elements of disaster risk reduction.*
Fig. 2 (p. 45)	Isso Nimhei, 2015, *Damaged houses in Port Vila after Cyclone Pam*
Fig. 3 (p. 45)	Marc Hénon, Spirit of Nouméa, 2015, *Lenakel Presbyterian College, Tanna, six days after Cyclone Pam,* accessed on 20th March 2015 at https://www.facebook.com/permalink.php?story_fbid=805263372883463&id=117289841680823
Fig. 4 (p. 46)	Humans of Vanuatu, 2015, *Washing clothes in the Tagabe river after Cyclone Pam,* accessed on 30th March 2015 at https://www.facebook.com/HumansOfVanuatu/photos/a.346233535457690.82677.346171795463864/795851553829217/?type=1
Fig. 5 (p. 46)	Levi Tarosa, 2015, *Rebuilding the Teouma road bridge, Efate, after Cyclone Pam,* accessed on 24th March 2015 at https://www.facebook.com/photo.php?fbid=949491751752304&set=gm.357483144457556&type=1&relevant_count=1
Fig. 6 (p. 47)	Koroi Hawkins, Radio New Zealand International, 2015, *Volunteers from the Vanuatu Red Cross help to unpack relief supplies,* accessed on 5th April 2015 at http://www.radionz.co.nz /international/programmes/worldandpacificnews/galleries /vanuatu-after-cyclone-pam
Fig. 7 (p. 47)	Levi Tarosa, 2015, *UNICEF provided school bags for primary school children after Cyclone Pam,* accessed on 4th April 2015 at https://www.facebook.com/photo.php?fbid=955381884496624&set=gm.361045500767987&type=1&relevant_count=1
Fig. 8 (p. 48)	Koroi Hawkins, Radio New Zealand International, 2015, *Devastation on Mataso island after Cyclone Pam,* accessed on 5th April 2015 at http://www.radionz.co.nz /international/programmes/worldandpacificnews/galleries /vanuatu-after-cyclone-pam
Fig. 9 (p. 48)	Koroi Hawkins, Radio New Zealand International, 2015, *Helping to fill two thousand 10 litre water containers to send to the Shepherd Islands,* accessed on 5th April 2015 at http://www.radionz.co.nz /international/programmes/worldandpacificnews/galleries /vanuatu-after-cyclone-pam
Fig. 10 (p. 49)	Isso Nimhei, 2015, *Damage to the operating room at Lenakel Hospital, Tanna.*
Fig. 11 (p. 49)	Isso Nimhei, 2015, *Damaged yam garden on Tanna.*
Fig. 12 (p. 50)	Koroi Hawkins, Radio New Zealand International, 2015, *Mothers and children waiting to be vaccinated against measles at Vila Central Hospital,* accessed on 5th April 2015 at http://www.radionz.co.nz /international/programmes/worldandpacificnews/galleries /vanuatu-after-cyclone-pam
Fig. 13 (p. 50)	Pierce, C., 2015, *Temporary classrooms at Kawenu Primary School*
Fig. 14 (p. 51)	Pierce, C., 2015, *The Vanuatu Curriculum Development Unit - "Building back better"*

What will I do differently next time?

Take some time to **reflect** on your own activities as facilitator of these two Units.

Then write down five of the most important lessons you have learned:

What will I do differently next time?
1.
2.
3.
4.
5.

As a facilitator, you have gained hands-on experience in the application of these Units. You may have experienced difficulties that the developers did not anticipate.

So it will be very helpful if you could give your comments below. They will contribute towards the future revision of these two Units, and should be brought to the attention of the Training Manager of your institution.

Difficulties I had with these Units	Recommended changes to address the difficulties
1.	
2.	
3.	
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5.	
6.	
7.	
8.	