



# Joint Workshop on DRR Lessons Learned

## Port Vila, 4<sup>th</sup> December 2012



**Coordinated by NDMO & CARE International in Vanuatu**

*Supported by DIPECHO and Australian Aid*

## **WORKSHOP REPORT**

*Prepared by Giselle Hall (CARE International in Vanuatu)*

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## Agenda

|              |                                                                                                                                                     |                                                                                                                                                                                                       |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>07.45</b> | <b>Registration</b>                                                                                                                                 | All Participants                                                                                                                                                                                      |
| 08.00        | Welcome and Opening                                                                                                                                 | Shadrack Welegtabit, NDMO Director<br><br>Roy Obed, Director of Education Services<br><br>Robert de Reaves, Vanuatu European Commission delegate                                                      |
| 08.40        | Prayer                                                                                                                                              | Isaac Savua (CARE Field Officer)                                                                                                                                                                      |
| 08.45        | Introduction to workshop                                                                                                                            | Florence Lepaulmier (CARE DRR program Manager)                                                                                                                                                        |
| 09.00        | Brainstorming in groups: <ul style="list-style-type: none"> <li>• Main activities of 2012</li> <li>• Lessons learned and recommendations</li> </ul> | All participants, divided into 4 groups: <ol style="list-style-type: none"> <li>1. National level</li> <li>2. Provincial/island level</li> <li>3. Community level</li> <li>4. School level</li> </ol> |
| <b>10.00</b> | <b>Morning Tea and Group Photo</b>                                                                                                                  |                                                                                                                                                                                                       |
| 10.30        | Finalising group presentations                                                                                                                      | All participants, divided into 4 groups: <ol style="list-style-type: none"> <li>1. National level</li> <li>2. Provincial/island level</li> <li>3. Community level</li> <li>4. School level</li> </ol> |
| 10.45        | Presentations from each group on main activities of 2012, lessons learned in 2012 and recommendations for 2013                                      | All participants – plenary session.                                                                                                                                                                   |
| <b>12.00</b> | <b>Lunch</b>                                                                                                                                        |                                                                                                                                                                                                       |
| 13.00        | Voting on priority recommendations                                                                                                                  | All participants – plenary session.                                                                                                                                                                   |
| 13:20        | Group work: action plans for priority recommendations                                                                                               | All participants – group work.                                                                                                                                                                        |
| 14:00        | Presentations from each group on action plans                                                                                                       | All participants – plenary session.                                                                                                                                                                   |
| 14:40        | Introduction: towards a set of common objectives and indicators for DRR in Vanuatu                                                                  | Giselle Hall (CARE)                                                                                                                                                                                   |
| <b>15.15</b> | <b>Afternoon tea</b>                                                                                                                                |                                                                                                                                                                                                       |
| 15.30        | Group work: SWOT analysis and identifying the first steps of the process                                                                            | All participants, divided into four groups.                                                                                                                                                           |
| <b>16:45</b> | <b>Closing</b>                                                                                                                                      | Shadrack Welegtabit, NDMO Director                                                                                                                                                                    |

## Participant List

|                                                             |                           |                                           |
|-------------------------------------------------------------|---------------------------|-------------------------------------------|
| ADRA Vanuatu                                                | Wesly Jerethy             | VCPP Program Manager                      |
|                                                             | Catherine Harris          | Community Engagement Officer              |
| CARE International in Vanuatu                               | Ingvar Anda               | Program Director                          |
|                                                             | Florence Le Paulmier      | DRR Program Manager                       |
|                                                             | Florence Kuali-lautu      | Monitoring and Evaluation Officer         |
|                                                             | Anna Bryan                | Program Officer Asia Pacific              |
|                                                             | Giselle Hall              | M&E Support Officer                       |
|                                                             | Isaac Savua               | DRR Field Officer                         |
|                                                             | Mala Silas                | DRR Field Officer                         |
|                                                             | Julia Marango             | DRR Field Officer                         |
| CARITAS Australia                                           | Adam Elliott              | Solomon Islands & Vanuatu Program Manager |
| French Embassy                                              | Laure Chabrolle           | Project Manager                           |
| French Red Cross                                            | Jerome Faucet             | DRR Project Coordinator                   |
|                                                             | Julien Lamberti           | DRR adviser                               |
| NDMO                                                        | Shadrack Welegtabit       | Director                                  |
|                                                             | Philip Meto               | Senior Provincial Liaison officer         |
|                                                             | Alice Iarem Sanga         | DRR officer                               |
|                                                             | Steven Noel               | Training and Awareness Officer            |
|                                                             | Gideon Mael               | Operations Manager                        |
| Peace Corps                                                 | Len Tambe                 | Program and Training Assistant            |
| PICDRR                                                      | Barua lauma               | PICDRR Field Project Officer              |
| Program Management Unit (NAB)                               | Malcolm Dalesa            | Principal Scientific Officer              |
| Save the Children                                           | Mishaël Garaelulu         | EiE Coordinator                           |
|                                                             | Sharin Vile               | DRR Project Assistant                     |
| Shefa Provincial Government                                 | Joseph Kalpeau            | Shefa Province Disaster Officer           |
| UNICEF                                                      | Patrick Shing             | Monitoring and Evaluation Officer         |
| Vanuatu Association of Non-Government Organisations (VANGO) | Charlie Timpoloo Harrison | CEO                                       |
|                                                             | Leah Nimoho               | Environment Program Coordinator           |
|                                                             | Helen Naupa               | ACT Coordinator                           |
| Vanuatu Humanitarian Team (VHT)                             | Jennifer Worthington      | VHT International Coordinator             |
| Vanuatu Meteorology and Geo-Hazards Department (VMGD)       | Esline Garaebiti          | Geohazard Manager                         |
|                                                             | Mike Waiwai               | Climatologist                             |
|                                                             | Robson S. Tigona          | PSO Climate                               |
|                                                             | Nabil Salibi              | Geohazard Awareness Officer               |
| Vanuatu Red Cross                                           | Jacqueline De Gaillande   | CEO                                       |
|                                                             | Ellis Lee                 | Health Officer                            |
| World Vision                                                | John F. Boar              | Santo CBDRM Project Manager               |

## Workshop Objectives & Intended Outcomes

### Objectives:

1. To compile a list of DRR activities conducted at the national, provincial, island, community and school levels in 2012
2. To identify and share lessons learned in DRR at the national, provincial, island, community and school levels in 2012
3. To identify key recommendations and some basic action plans for 2013, based on these lessons learned
4. To start the process of developing a set of common objectives and indicators for DRR in Vanuatu, a key part of the DRR/DM National Action Plan (2006-2016)
5. To strengthen cooperation and coordination among DRR stakeholders at all levels in Vanuatu



### Intended outcomes:

- List of DRR activities conducted at the national, provincial, island, community and school levels in 2012
- Lessons learned in DRR this year identified and shared among participating agencies
- List of recommendations for 2013 based on lessons learned
- Action plan for four priority recommendations
- Next steps in the process of developing a set of common objectives and indicators for DRR in Vanuatu defined

*NB. Due to time constraints, we did not do the activities associated with the fourth objective (and associated outcome). However, as this objective - starting the process of developing a set of common objectives and indicators for DRR in Vanuatu - emerged as a recommendation and received very clear support in the evaluation survey, a workshop on this is planned for the first quarter of 2013.*

## Workshop Outcomes

The following work was done in breakout groups, facilitated by Shadrack Welegtabit (NDMO), Ingvar Anda (CARE), Jerome Faucet (French Red Cross) and Catherine Harris (ADRA). This section of the report has been compiled based on notes taken by Jennifer Worthington (VHT), Florence Kuali-lautu (CARE), Patrick Shing (UNICEF) and Anna Bryan (CARE).

## List of main DRR activities conducted at the national, provincial, community and school levels in 2012

| List of main DRR activities conducted at the national, provincial, community and school levels in 2012 |                                  |
|--------------------------------------------------------------------------------------------------------|----------------------------------|
| <b>National level</b>                                                                                  | <u>Coordination</u><br><br>VMGD: |

- Developed the NAB for governance and coordination on DRR and CCA activity

#### NDMO:

- Worked on roles and responsibilities for CDCs with Care, Red Cross and PCIDRR
- IEC material development standards and validation process
- Developed the community assessment and rapid assessment forms
- Working with cluster groups
- Development of Torba, Tafea and Shefa Provincial disaster committees

#### Red Cross:

- Pre-positioned NFIs in Vanuatu
- Collaboration with NDMO and agencies on CDC work

#### VHT:

- Supporting VHT members to work with the NDMO on:
  - Supporting IEC material Development
  - Cluster formation & activity planning
  - CDC formation and structure
  - Mapping agency activity
  - Mapping Agency NFIs prepositioned in Vanuatu
  - TAG membership at provincial level.
  - Assessment form development
  - Simulation activities
  - Support training for Cluster lead and co-lead members and agencies

#### ADRA:

- Pre-positioned NFIs

#### Policy

#### VMGD:

- National policy for integrated DRR and CC
- IEC endorsement process
- VMGD Act consulation

#### NDMO:

- Cyclone and Tsunami Support plan
- SOPs for the NEOC

#### Red Cross:

- IDRL – Recommendations for Vanuatu & Gender in DRR

#### IEC & Education

#### VMGD:

- CC and ENSO Awareness
- Climate & severe weather awareness

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|                         | <ul style="list-style-type: none"> <li>• Climate research publications</li> <li>• Enso and Early warning</li> <li>• Enso and climate change talk back</li> <li>• Agriculture and climate change workshop</li> <li>• Agro-meteorology bulletins</li> <li>• Season rainfall outlook</li> <li>• Tropical cyclone outlook and brochures</li> <li>• Geohazards materials development</li> <li>• Geohazard information dissemination</li> <li>• NAB portal – Information website</li> </ul> <p>NDMO:</p> <ul style="list-style-type: none"> <li>• Cyclone awareness via radio programs</li> <li>• National simulation exercise</li> <li>• Short code system development</li> </ul> <p>ADRA:</p> <ul style="list-style-type: none"> <li>• TOT in WASH</li> </ul> <p><u>Research</u></p> <p>VMGD:</p> <ul style="list-style-type: none"> <li>• CC and ENSO impact assessment</li> <li>• Earthquake detection system improvement</li> <li>• Volcano real time monitoring systems</li> <li>• Geohazard research</li> <li>• SI/ Vanuatu hazard monitoring systems</li> <li>• Developing regional seismic network</li> <li>• Melanesian strategic plan for Melanesian volcano network</li> </ul> <p>VHT:</p> <ul style="list-style-type: none"> <li>• Reviews of emergency response – TC Jasmine</li> </ul> |
| <b>Provincial level</b> | <ul style="list-style-type: none"> <li>• Set up of Provincial Disaster Committees - Torba, Tafea and Shefa.</li> <li>• Capacity building and training of PDCs. Components on roles and responsibilities. Training of provincial staff undertaken by government as well as other organisations.</li> <li>• Standardised some disaster assessment forms and monitoring and evaluation tools.</li> <li>• Supporting province in continuity of services, supplies and service delivery (education, health supplies, infrastructure).</li> <li>• CARE, RC, World Vision- working closely with the provincial government through setting up CDCs</li> <li>• Area secretaries involved in setting up CDCs</li> <li>• Presence of VHT members at the provincial level.</li> <li>• IEC materials on DRR</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                        | <ul style="list-style-type: none"> <li>Agencies dispatched prepositioned supplies for use in emergencies</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Community level</b> | <ul style="list-style-type: none"> <li>Traditional knowledge collections on DRR and CCA</li> <li>General DRR awareness <ul style="list-style-type: none"> <li>CDC roles and responsibilities</li> <li>Hazard awareness</li> <li>IEC materials</li> <li>Alert and early warning system kits</li> <li>Copying mechanisms</li> </ul> </li> <li>Setting up of the CDCs</li> <li>VCA – Vulnerability Capacity Assessment</li> <li>Community Disaster Action Plans</li> <li>Basic first aid training + tools distribution</li> <li>Community Response Plans</li> <li>Simulation exercises</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>School level</b>    | <p>CARITAS:</p> <ul style="list-style-type: none"> <li>DRM program for kindergartens and early primary age 4-10 (Sols &amp; Vanuatu). Started in Vanuatu in September 2011. 29 teachers trained from seven Port Vila schools with good input from NDMO. Schools have developed and used emergency plans. In March teachers brought together to review training methodology and develop a DVD training tool now complete. DVD includes DRM, effective communication, time management and safe communities components. TOT.</li> </ul> <p>Save the Children:</p> <ul style="list-style-type: none"> <li>SAVE develops curriculum materials. Now piloting teaching materials. Piloted in 10 primary schools. Now working in 27 primary schools.</li> <li>Assisting schools to develop disaster management plan - Efate, Ambae &amp; Banks.</li> </ul> <p>CARE:</p> <ul style="list-style-type: none"> <li>Works with 11 schools on 4 islands: <ul style="list-style-type: none"> <li>Schools chosen for proximity to communities (integrated approach: school + community)</li> <li>Set up of school safety committees</li> <li>School risk assessment with risk mapping</li> <li>School response plans</li> <li>Basic first aid training and kits for teachers</li> <li>EWS kit for schools + training on maintenance</li> <li>Drill exercises</li> <li>International DRR day activities</li> </ul> </li> </ul> <p>French Embassy:</p> <ul style="list-style-type: none"> <li>Donor – has a Social Development Fund. Mostly funds materials and education, e.g. books, cyclone roof ‘strapping’, etc.</li> </ul> |

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|  | <p>Other actors:</p> <ul style="list-style-type: none"> <li>Ministry of Education; AusAID; NZAID; JAICA; European Commission. Rotary Club works with schools. Some Chinese groups have worked with schools. Wan Smol Bag also involved in DRR education.</li> <li>There is a small donors committee each month – mapping to ensure working together and not overlapping with funding.</li> </ul> |
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## Lessons Learned in DRR in 2012

| Lessons learned in DRR in 2012 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>National level</b>          | <p><u>Coordination</u></p> <ul style="list-style-type: none"> <li>Coordination and collaboration (between the VMGD, NDMO and agencies) works well for CDC development, cluster development, IEC materials development, training events and joint planning.</li> <li>NAB portal supports information sharing between agencies</li> </ul> <p><u>Policy</u></p> <ul style="list-style-type: none"> <li>NAB a good steering body for policy coordination –an improvement over previous fragmented activities</li> </ul> <p><u>IEC &amp; Education</u></p> <ul style="list-style-type: none"> <li>Radio talkbacks and programs have been a good communication method for ENSO, Climate change and DRR to the communities in Vanuatu. (But the challenge is radio coverage).</li> <li>IEC materials sometimes in one language only and not all developed for communities of low literacy</li> <li>International DRR day and public awareness activities increased among the NDMO, VMGD and agencies</li> <li>Peace Corps have community level access and a contact point for community based education that could be utilized.</li> <li>Need to strengthen networks for disaster warnings and alerts at community level as well as test community based IEC materials.</li> </ul> <p><u>Research</u></p> <ul style="list-style-type: none"> <li>Vanuatu has the capacity to do research in VMGD but need more time &amp; HR.</li> <li>Remote communities and rural areas have a lot of information on traditional</li> </ul> |

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|                         | <p>indicators of weather and climate and this is held mainly by older adults in the community.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Provincial level</b> | <ul style="list-style-type: none"> <li>• Communication channels and links between CDCs, PDCs and NDMO need to be strengthened. As part of this process, need to work more closely with the area council secretaries.</li> <li>• Provincial disaster committees need more training</li> <li>• More work needed on mainstreaming DRR at sub-national levels</li> <li>• Need to build awareness of provincial structures and activities at the community level, particularly in the outer islands.</li> <li>• Lack of pre-prepositioned supplies at the provincial level</li> <li>• Need to share/disseminate IEC materials at the provincial level</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Community level</b>  | <p><u>Traditional Knowledge Collection</u></p> <ul style="list-style-type: none"> <li>• Our approach to traditional knowledge collection was good – important to follow community procedures. Challenge is that each island has their own traditional knowledge.</li> <li>• We need to cross check with VKS on TK information before collecting any information from the field</li> </ul> <p><u>General DRR awareness</u></p> <ul style="list-style-type: none"> <li>• Our awareness activities work well because they serve to remind the youth about traditional knowledge</li> <li>• Already have knowledge about how to prepare and respond, but people need to know what causes each hazard.</li> <li>• There is some knowledge about CDC roles and responsibilities in the communities, but need more awareness, need to be more empowered and need to know that they are part of NDMO structure.</li> <li>• Community members living in small settlements outside the main community usually do not really know their roles and responsibilities.</li> </ul> <p><u>Setting up of CDCs</u></p> <ul style="list-style-type: none"> <li>• It is a good thing that CDCs are elected, but need to establish criteria and schedules for elections.</li> <li>• Commitment of CDCs has been a challenge.</li> <li>• Different approaches to CDC composition: CARE includes chiefs in every CDC, Red Cross doesn't necessarily.</li> </ul> <p><u>Vulnerability and Capacity Assessment (VCA)</u></p> <ul style="list-style-type: none"> <li>• VCA is a good tool – can help community members to identify their risk and safe areas, the different diseases and hazards happening in their communities and when.</li> <li>• VCA can be an empowering tool</li> <li>• Challenge: getting participation can be difficult.</li> </ul> <p><u>Community Disaster Action Plan</u></p> |

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                     | <ul style="list-style-type: none"> <li>• In many communities implementation is minimal</li> </ul> <p><u>Basic first aid training + tools distribution</u></p> <ul style="list-style-type: none"> <li>• Good because it answers to real and immediate needs (everyday, not just in times of emergency)</li> <li>• Issue with sustainability: communities coming back to agency asking for refilling of kits</li> <li>• Challenge: many people in communities do not understand bislama, which makes training difficult.</li> </ul> <p><u>Community Response Plan</u></p> <ul style="list-style-type: none"> <li>• Approach of listing responsibilities for each group (eg. CDC members, women, men, youth) has been a success: it's empowering and increases participation.</li> <li>• Challenge: low literacy levels. CARE has found it helpful to use visuals/symbols in their community response plans.</li> </ul> <p><u>Simulation Exercise</u></p> <ul style="list-style-type: none"> <li>• Very good and important: learning by doing helps people understand their own roles and responsibilities during a disaster.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>School level</b> | <ul style="list-style-type: none"> <li>• Teachers know and understand that there is a risk – may not be a broad understanding but they do know it and have their own resilience. This should be built on – teachers and students need to ‘understand’ the risk, not just be told by us.</li> <li>• Monitoring and evaluation is critical (but difficult) – a lot of the schools are very isolated and remote. They need support and to be reminded of the message.</li> <li>• We should work towards a national monitoring and evaluation system.</li> <li>• The community needs to see that the teacher is supported by the agency (as often as possible – visible presence)</li> <li>• When working in schools, it is difficult to include everyone (e.g. gender power balance).</li> <li>• Important to tie in school, household and community messages - when children attend school they do not leave behind the behaviour/lessons learned in the household and the community is part of the school and vice versa.</li> <li>• Can't do activities in isolation – e.g. can't just deliver the DVD. It also needs follow-up or classes with teachers. Developing DRR skills and confidence in teachers is essential.</li> <li>• Activity based learning is enjoyable (for students and teachers) and effective.</li> <li>• Schools already have a very full schedule so planning DRR activities into their timetables can cause challenges.</li> <li>• While there are commitments from the Ministry of Education, there is limited funding from them at this stage, and flow of funding through MoE is slow. School Disaster Management Program doesn't receive any funds from the MoE.</li> </ul> |

- Logistics is challenging - Difficult to get equipment out to islands.
- Staff turnover creates challenges – new teachers may not carry the work forward. Also turnover of NGO staff.
- We could work with Educational Maintenance Officers - provide them with training to identify DRR weaknesses as relates to school infrastructure.
- Recognition that everyone needs to be involved in disaster planning (women, children, elderly, disabled etc.).

## Recommendations for 2013 based on lessons learned

| Recommendations for 2013 based on lessons learned |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>National level</b>                             | <u>Coordination</u> <ul style="list-style-type: none"> <li>• VMGD &amp; NDMO to be set clear roles and responsibilities.</li> <li>• Further joint planning required in DRR and disaster response</li> <li>• Strengthening clusters to apply DRR and CCA initiatives &amp; be part of TOT training</li> <li>• Support for better linking of PDCs with CDCs and the NDMO</li> <li>• Further refinement of SOPS and assessment processes for disasters</li> <li>• Review and development of disaster support plans</li> <li>• Agencies to use the NAB portal for information and event planning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                   | <u>Policy</u> <ul style="list-style-type: none"> <li>• NAB to standardise key information on DRR &amp; CCA</li> <li>• NAB to finalise policies and also formal ways of working between the NDMO &amp; VMGD</li> <li>• NAB needs to be part of the material design and oversee IEC endorsement process &amp; DRR M&amp;E framework.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                   | <u>IEC &amp; Education</u> <ul style="list-style-type: none"> <li>• Develop a range of media – radio, DVD and other forms for IEC materials</li> <li>• Improve radio coverage to support radio IEC programs</li> <li>• More awareness needed in the provinces of how people can access information</li> <li>• More IEC materials need to be made in appropriate language &amp; for communities that are of low literacy &amp; mixed age level and needs (e.g. children, elderly, youth &amp; special needs)</li> <li>• IEC materials to be made for CDC members to explain their role and tasks</li> <li>• Further training and support required for CDC members on the hazards and risks of disasters to support their role in disaster awareness</li> <li>• Some evaluation required on the IEC materials to test effectiveness and ensure they are targeted to community needs – e.g. songs etc. After this process, the materials can then be endorsed by the NAB for reproduction.</li> <li>• Peace Corps to be part of the IEC working group in 2013. Should also look at working more closely with faith based organisations/groups.</li> <li>• Training needs identification and capacity building activities to be planned.</li> <li>• DRR TOT training to be developed for agency members, as well as community level TOT.</li> </ul> |

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|                         | <p><u>Research</u></p> <ul style="list-style-type: none"> <li>• More human resources and a research and development unit (at VMGD) needed to support these activities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Provincial level</b> | <p><u>Set up of PDCs</u></p> <ul style="list-style-type: none"> <li>• Establish PDCs in the remaining provinces (three remaining)</li> <li>• Identification of training needs and facilitating training for PDCs</li> <li>• Links between NGOs and the province (including area secretaries) to be strengthened. As part of this, NGOs having activities at the provincial level need to inform the province.</li> <li>• Establish regular reporting from PDCs to NDMO</li> <li>• Have provincial disaster coordinators</li> <li>• Ensure that remote communities (such as Tafea outer islands) benefit from the new provincial structures, possibly by including area council spokesperson within PDC.</li> <li>• NDMO needs to work with provinces to assist them to develop disaster plans.</li> </ul> <p><u>Other</u></p> <ul style="list-style-type: none"> <li>• Establishment and mapping of pre-positioned supplies at the provincial level to support delivery of supplies</li> <li>• Ensure nationally approved IEC materials (adapted to the local context) are available at the provincial level.</li> <li>• Telecommunication linkage (and other communication channels?) between the national and sub-national levels need to be improved.</li> <li>• Look onto 'phone towers on wheels' (used in Australia) for communication in emergencies</li> <li>• Need to continue with developing and standardizing assessment tools, with training mechanisms in place to support their use.</li> </ul> |
| <b>Community level</b>  | <p><u>General DRR awareness</u></p> <ul style="list-style-type: none"> <li>• All NGOs and government agencies need to have proper planning with each Area Secretary and community leader before making any visits to the field. This is to avoid having clashes with other activities on at the same time.</li> <li>• Need to strengthen links with the Area Secretaries</li> <li>• Role of government and NGOs: many communities are used to always seeing NGOs, and may ask where the government is.</li> </ul> <p><u>CDCs</u></p> <ul style="list-style-type: none"> <li>• Need to train CDCs on their roles and responsibilities and also to have roles and responsibilities translated into simple Bislama.</li> <li>• CDCs need capacity building, especially training on project management.</li> <li>• CDCs need to know how to use and maintain equipments agencies provide to them – sustainability issue.</li> <li>• NDMO to help in giving and/or finding funds to help with the maintenance of VHF radios in communities. VHF radios are better than mobile networks. To have training for stakeholders on how to operate, install and maintain VHF</li> </ul>                                                                                                                                                                                                                                                                                                                                    |

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                            | <p>radios.</p> <ul style="list-style-type: none"> <li>• NDMO and NGOs need to have regular visits and refresher trainings for CDCs in communities, to ensure CDCs are working effectively, and to facilitate the replication of successful models.</li> <li>• NDMO should look into giving some incentives to CDC members</li> </ul> <p><u>Vulnerability and Capacity Assessment (VCA)</u></p> <ul style="list-style-type: none"> <li>• We need to agree on tools (minimum standards)</li> </ul> <p><u>Community Disaster Action Plan</u></p> <ul style="list-style-type: none"> <li>• We must be clearer about which activities are implemented once (eg. building evacuation centre) and which activities should be done regularly (eg. simulation)</li> </ul> <p><u>Basic first aid training &amp; tools distribution</u></p> <ul style="list-style-type: none"> <li>• We need to develop a strategy for replenishment of BFA kits. Part of this should be encouraging community members to utilise local resources, where available.</li> <li>• For basic first aid training, we need to use proper translators for people to really understand.</li> </ul> <p><u>Community Response Plan</u></p> <ul style="list-style-type: none"> <li>• Need to train CDCs to the point where they are confident to do their own simulation exercises for different hazards</li> <li>• CRPs alone are not enough - we need to have annual simulation for all hazards for validation of CRP.</li> <li>• CRPs for cyclone are good, but more work needs to be done on planning for volcano and earthquake/tsunami (especially on alert system), and the CRP template needs to be improved accordingly.</li> </ul> <p><u>Simulation Exercise</u></p> <ul style="list-style-type: none"> <li>• We need standardization of scenarios and processes for simulations.</li> <li>• We've done well on cyclone simulation exercises, but more work needs to be done on simulations for hazards like earthquake/tsunami and volcano.</li> </ul> |
| <p><b>School level</b></p> | <ul style="list-style-type: none"> <li>• Closer cooperation between MoE and other DRR stakeholders</li> <li>• Continue to support inclusion of DRR in national school curriculum development</li> <li>• Include DRR in the teacher-training curriculum</li> <li>• Conduct mapping of current activities, education service providers, stakeholders, and implementing agencies.</li> <li>• Better coordination between agencies: avoiding working in same geographic areas, better coordination on logistics, and more sharing of tools and resources. <ul style="list-style-type: none"> <li>- Better utilization of NAB weekly updates about which agencies are travelling where</li> </ul> </li> <li>• We need to take a longer term view: working towards standardized disaster</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|  | <p>preparedness/resilience infrastructure.</p> <ul style="list-style-type: none"> <li>• We need to extend our activities to early childhood education</li> <li>• Strengthen education cluster and work more effectively through this group.</li> <li>• Provide training to Provincial Educational Maintenance Officers to identify DRR weaknesses as relates to school infrastructure and developing a standard for resilience in school infrastructure.</li> <li>• Encourage MoE to appoint a provincial focal point for DRR.</li> <li>• Extend focus beyond school, to parents and community. Some organizations already doing this, but room to improve.</li> <li>• Consider extending programming to vocational schools</li> <li>• More consideration of how to include non-school children in our programming so they don't miss out.</li> <li>• Basic first aid training for teachers and principal should be included in all school DRR programs (CARE and Red Cross doing this already).</li> </ul> |
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## Action Plans for 2013

| NATIONAL LEVEL ACTION PLAN                 |                                                                    |                                                       |                                             |                       |
|--------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------|-----------------------|
| Key Activities<br>(What do we need to do?) | Action Points (How do we do it? Write down each step)              | Resources<br>(who will provide the resources needed?) | Responsibility<br>(who will take the lead?) | Timeframe (by when?)  |
| Support links between CDC-PDC -NMDO        | SOP development and refinement                                     |                                                       | NDMO                                        | 2013                  |
|                                            | Joint planning on CCA & DRR                                        | VHT members                                           | Agencies / NDMO/ VMGD                       | 2013                  |
|                                            | Strengthen clusters to apply CCA & DRR                             | VHT members                                           | Cluster lead and co-lead agencies           | 2013                  |
|                                            | Assessment processes and formats to be refined                     | VHT members                                           | NDMO                                        | 2013                  |
| Support for the NAB                        | IEC material to be developed for community level                   | Agencies / NGOS                                       | Agencies / NGOS                             | Ongoing               |
|                                            | Use the NAB for information and IEC approval                       |                                                       | Agencies / NGOS                             | Ongoing               |
|                                            | Clarify roles & responsibilities between NDMO & VMGD in the NAB    |                                                       | NDMO & VMGD                                 |                       |
|                                            | Standardise information on DRR & CCA                               | NDMO & VMGD                                           | NDMO & VMGD                                 | Ongoing               |
|                                            | Clarify the IEC approval and membership processes                  | NDMO & VMGD                                           | NDMO & VMGD                                 |                       |
|                                            | NAB launch and information campaign                                | NDMO & VMGD                                           |                                             |                       |
| M&E Framework                              | Workshop to start the process of developing a common M&E framework | CARE                                                  | NDMO & CARE                                 | First quarter of 2013 |
|                                            | Annual DRR lessons learnt workshops                                |                                                       |                                             |                       |

|         |                                            |                 |  |  |
|---------|--------------------------------------------|-----------------|--|--|
| for DRR | Simulations at provincial & national level |                 |  |  |
|         | TOT frameworks to be developed             | Agencies / NGOs |  |  |

### PROVINCIAL LEVEL ACTION PLAN

**Priority recommendation:** To set up PDCs in the three remaining provinces

**Goal:** To set up PDCs in Malampa, Penama & Sanma

**Lead agency:** Provincial Councils (Secretary Generals with support from NDMO)

**Supporting agencies:** NDMO; Provincial council and area secretaries; NGOs.

| Key Activities<br>(What do we need to do?) | Action Points (How do we do it?<br>Write down each step)                                                                             | Resources (who will provide the resources needed?)       | Responsibility (who will take the lead?) | Timeframe (by when?) |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------|----------------------|
| Set up PDCs in Malampa, Penama & Sanma     | Organise meeting with TAG (Technical Advisory Group) for endorsement                                                                 | NDMO + VHT                                               | NDMO                                     | Feb 2013             |
|                                            | Extended role for TAG (in ToR) as Provincial Disaster Committee members. Include other agencies on the ground to be part of the PDC. | Provincial departments, NGOs, faith based organizations. | NDMO                                     | Feb 2013             |
|                                            | Lessons learnt exercise/ workshop on existing PDCs for future planning                                                               | NDMO + VHT                                               | NDMO                                     | March 2013           |
|                                            | Establish new PDCs based on replication of existing PDCs + lessons learned exercise                                                  | NDMO + VHT                                               | NDMO                                     | March 2013           |
|                                            | Capacity building through specialised training for new PDCs (and existing PDCs)                                                      | NDMO + VHT                                               | NDMO + VHT                               | April 2013           |

### COMMUNITY LEVEL ACTION PLAN

**Priority recommendation:** Need to train CDCs on their roles and responsibilities

**Goal:** To clarify and increase awareness of the roles and responsibilities of CDCs

**Participating agencies:** VRC, FRC, SCA, CARE & NDMO

| Key Activities<br>(What do we need to do?) | Action Points (How do we do it? Write down each step) | Resources (who will provide the resources needed?) | Responsibility (who will take the lead?) | Timeframe (by when?) |
|--------------------------------------------|-------------------------------------------------------|----------------------------------------------------|------------------------------------------|----------------------|
|                                            |                                                       |                                                    |                                          |                      |

|                                                                         |                                                                                             |                    |            |               |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------|------------|---------------|
| Increase awareness activities on the roles and responsibilities of CDCs | Every organisation to use the standardised CDC R&Rs                                         | NGOs/Red Cross/NAB | NDMO       | Ongoing       |
|                                                                         | To develop awareness tools for CDCs on R&Rs (as well as basic knowledge on general hazards) | NGOs/Red Cross     | NAB & NDMO | October 2013  |
|                                                                         | To develop SOPs for effective CDCs (calendar of activities with the communities)            | NGOs/Red Cross     | NDMO       | June 2013     |
|                                                                         | Awareness campaign (NDMO through field activities with other NGOs/VRC)                      | NGOs/Red Cross     | NDMO       | December 2013 |

### SCHOOL LEVEL ACTION PLAN

**Priority recommendation:** Form a map of educational service providers, actors & DRR activities that are being undertaken in schools in Vanuatu.

**Goal:** Increase understanding, coordination and ability to work with existing governance structures/systems.

**Lead agency:** Coordinator within MoE (Virana Lini?)

**Supporting agencies:** Education cluster (including CARE, Red Cross, Save the Children, NDMO)

| Key Activities<br>(What do we need to do?)                                                                            | Action Points (How do we do it?<br>Write down each step)                             | Resources<br>(who will provide the resources needed?) | Responsibility<br>(who will take the lead?) | Timeframe (by when?)           |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------|--------------------------------|
| Form a map of educational service providers, actors & DRR activities that are being undertaken in schools in Vanuatu. | Arrange a meeting with the Director of Education Services and the education cluster. | TBC                                                   | Virana Lini from MoE (TBC)                  | Jan/Feb 2013                   |
|                                                                                                                       | Talk about this recommendation at next education cluster meeting.                    |                                                       |                                             | Next education cluster meeting |
|                                                                                                                       | Discuss this recommendation with NDMO & VHT members                                  |                                                       |                                             | Jan/Feb 2013                   |
|                                                                                                                       | Assign one person to take the lead.                                                  |                                                       |                                             | Jan/Feb 2013                   |
|                                                                                                                       | Decide on methodology and process of information collection                          |                                                       |                                             | Feb/March 2013                 |
|                                                                                                                       | Appoint resources                                                                    |                                                       |                                             | Feb/March 2013                 |

### Workshop Evaluation

The vast majority of participants rated the workshop as very valuable. Notably, every participant indicated that they would be interested in taking part in a similar joint DRR lessons learned workshop at the end of 2013, lending support to the national level group's recommendation of establishing annual joint DRR lessons learned workshops.

The survey data also indicated that (with one exception) all participants felt it would be extremely valuable or very valuable to work together next year to develop a set of common objectives and indicators for DRR in Vanuatu. This was another recommendation from the national level group, which will be followed up with a workshop in the first quarter of 2013.



Most participants found the first session on lessons learned and recommendations the most valuable. Many participants liked the workshop structure with its emphasis on small group work, commenting that it enabled broad participation and the sharing of the different views and priorities of various stakeholders. Although some participants valued the fact that a lot of material was covered in a short time, most suggestions for improvement centered on timing: managing time better and allocating more time. Many participants recommended allocating two days, three days, or one week for this kind of workshop.

Other suggestions included:

- Incorporating cluster groupings into the workshop structure
- Adding a church level group next year (similar to the school level group)
- Including other stakeholders – more local NGOs, the Ministry of Education and other government bodies, representatives from the provinces and from active CDCs, and a representative from the disability sector.
- Holding next year's joint lessons learned workshop earlier in the year